











ONE HUNDRED WAYS  
OF  
TEACHING SILENT READING

---

*FOR ALL GRADES*

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The need of better methods of training the child to get the thought from the printed page is generally recognized, and scientific investigation has proved that extensive practice in silent reading is the best means of accomplishing this end. Most teachers appreciate the importance of abundant and constant practice in silent reading. Their main problem seems to come from the lack of concrete suggestions and practical exercises for classroom work. The silent reading material must be adaptable, to reinforce each individual. It must be diversified, to maintain its value for testing and for practice. It must be organized, to train for many types of reading. Miss Nila Banton Smith offers the teacher *One Hundred Ways* of solving this problem of providing individual, diversified, and well-organized practice in silent reading. World Book Company presents her book as one that unmistakably applies the World's Knowledge to the World's Needs

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## PREFACE

*Purpose.* Since reading is the master key which unlocks the gateway to every other subject, it is no wonder that reading has become the target for universal investigation and discussion. Our present social needs demand more efficient methods of reading than those which have been employed in the past. Recent scientific investigation has repeatedly proved that extensive practice in rapid, comprehensive silent reading satisfactorily meets these needs. This accounts for the fact that emphasis upon the teaching of silent reading is a movement which is sweeping the entire country. At the present time teachers everywhere have become aware of the real significance of training in silent reading and are attempting to put the policy into practice. Many, however, are at a loss as to how to proceed in actually carrying out the idea in the classroom; others have gained control over a few devices which they have gleaned here and there, and seeing their resulting effectiveness are eager for additional suggestions as to ways and means of giving extensive practice in this type of reading instruction. Consequently one of the most urgent needs of the reading teacher at the present time is that of a variety of suggestions for practical classroom procedure in teaching silent reading. *One Hundred Ways of Teaching Silent Reading* was prepared for the purpose of contributing directly to this problem.

*Content.* This book contains descriptions of one hundred different ways of teaching silent reading together with graded exercises already prepared for the



teacher's instant use. The material can be used as a supplement to any basic method and there are exercises for all grades from one to eight inclusive.

*Origin.* The exercises in this book have been worked out bit by bit during the author's experience as a supervisor in Detroit Public Schools. Each exercise has been thoroughly tried out under ordinary classroom conditions and has proved its worth. It was in response to the request of teachers who had found these exercises helpful that they were combined and published in book form. Grateful acknowledgment is due these teachers for their valuable assistance in experimenting with the material in their classrooms.

*Scope.* The material in this book is organized under the chapter headings — Speed, Comprehension, Selection, Organization, Retention, and Skimming. In each chapter, exercises are given which are designed to give particular practice in developing the ability named in the chapter heading. Thus the teacher is provided with material wide enough in variety to enable her to meet the individual needs of her pupils.



## EXPLANATORY NOTE

READING is such a complex subject that any organization of exercises designed to give practice in specific abilities must necessarily be a very elastic one. Consequently in exercises of the type given in this book there is bound to be much overlapping. For instance, all exercises described under the heading of "Speed" not only aid in increasing the *speed* of the reader but they also contribute to the development of his *comprehension*, in that his thought is tested in each one of them. Nearly all the exercises listed under *organization* also involve *selection*, and so on. An attempt was made to group the exercises according to the one ability which is most strongly emphasized in each, but because of this overlapping, no close line of demarcation should be drawn.

This same condition holds true in the organization of the exercises according to *grades*. An eighth grade teacher can often utilize the idea of a first grade exercise by supplying more difficult content. Consequently the teacher is urged to read all suggestions in the book, selecting those best fitted to the needs of her particular class and making her own adjustments according to the grade and the purposes which she wishes the material to serve.



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# ONE HUNDRED WAYS OF TEACHING SILENT READING

## CHAPTER ONE

### CONDITIONS AFFECTING THE CHANGING EMPHASES IN READING

As we review the history of reading instruction in the United States, we find that from time to time the methods of teaching have been characterized by entirely different emphases. In our earliest period of development little John and Priscilla of New England were given a type of reading instruction which was completely saturated with *religion*; in the succeeding period the children of the Revolutionary heroes received reading instruction which consisted largely of practice in the eloquent *oral* reading of *patriotic* selections; at the present time the young American is given extensive training in the *silent* reading of *all kinds of materials* and for a *great variety of purposes*.

Why have we had these varying emphases in reading instruction? Have reading methods been governed by faddists who wished to introduce something new from time to time, just as the world of fashion is controlled by Paris designers who are constantly providing new styles for the sake of satisfying the public taste for variety? No, indeed! These changes in instructional methods are analogous to the historical changes in the development of our country, and are based upon principles as sound and substantial as those which have



affected the successive modifications in our government. Let us consider the conditions which have given rise to these changing emphases in the teaching of reading.

The period of religious emphasis extended from our early colonial times down to about 1750. It is not difficult to understand why religion dominated school work in New England, Pennsylvania, and Maryland during this epoch in our country's history. Religion was the all-consuming interest of our Puritan forefathers. Had they not endured every hardship and faced death itself that they might build up a new colony consecrated to freedom of religious worship? Religious motives were the controlling force in their lives, so of course religious instruction would be the paramount feature in the education of their young. This influence seems to have been felt in the other colonies as well, for the primers used in our country at that time were completely saturated with religion.

One of the important conditions to be considered in relation to this period of reading instruction was the great dearth in the amount and variety of materials. Will your imagination permit you to join me in a visit to one of the crude log schoolhouses of two hundred years ago? We enter to find the beginning reader laboriously bending over a primer containing lists of syllables and words, religious poems and alphabet verses. Perhaps the stern-faced master will call upon some prim little Puritan maid to read. If so, we shall not be entertained by a simple reading of the story of "Chicken Little" or "The Three Bears," but instead shall listen to the painful stumbling of the little reader as she attempts to "pronounce the big words" in some such selections as these:

- E Except a man be born again, he cannot see the kingdom of God.
- F Foolishness is bound up in the heart of a child, but the rod of correction shall drive it far from him.
- G Grieve not the Holy Spirit.
- H Holiness becomes God's House forever.
- K Keep thy heart with all diligence, for out of it are the issues of life.

## NEW ENGLAND PRIMER

This exhibition of primary reading might be followed by a recitation from one of the older pupils, in which case it is likely that we should hear some husky Puritan lad haltingly read a passage of Scripture. If we stayed all day, we should hear no greater variety than that of reading from the primer and the Bible. We might search the desks and the cupboards of the schoolroom as much as we liked, but without finding a single story book, history, geography, arithmetic, or any other kind of text. The only books which were used at this time in the schools were primers filled with religious selections and the Bible. The only motive for learning to read was that one might find out the Word of God for oneself.

If upon this same imaginary visit we had the privilege of entering one of the colonial homes, here we should find the same scarcity of reading materials. The Bible was practically the only printed matter which their libraries contained. There were no books, no periodicals, no newspapers — nothing but the Bible.

After a time a periodical appeared in the form of "Poor Richard's Almanac," which was published by Benjamin Franklin. This almanac set a precedent in

that it was the first publication to contain anything other than religious matter. Its wise and witty sayings were greatly enjoyed by its readers, who often deprived themselves of necessities in order to procure a copy of this famous almanac.

It is indeed hard for us to realize the great dearth of reading material which existed in the seventeenth century. The only textbook was the New England Primer filled with religious selections, the only home book was the Bible, the only periodical was an occasional almanac.

A little later a few newspapers began to appear, but transportation facilities were so poor that people didn't get the news until long after an event happened. In those days, of course, there were no telegraphs, telephones, or trains. The only way in which letters or printed matter could be distributed was by means of riders who called at the houses between long intervals of time.

It is quite obvious, then, that with so few books and periodicals and with such limited and exceedingly slow intercommunication, very little reading was done by the masses during this period.

Moreover, there were a large number of people who were unable to read. It is estimated that seventy-five per cent of the population at this time were illiterate. The public schools were so few and so far apart that many children never attended school at all; consequently a high percentage of illiteracy existed.

Such was the reading situation which existed until this period of religious emphasis gradually merged into the period of emphasis upon the eloquent *oral* reading

of *patriotic* selections. By the latter part of the seventeenth century those who had taken direct part in the strife for religious freedom had passed away, and the vividness of their bitter struggle had been lessened in a new generation which had learned of it only through hearsay. Nevertheless, new difficulties arose, in the way of troubles with England which hampered our political progress. The same grim determination that caused our forefathers to win the fight for religious freedom now moved these people to fight for political freedom.

During this struggle for independence the colonists were extremely interested in every turn in the tide of battle and were eager to hear about the issues which concerned them so vitally. Since they had little printed matter on these subjects and since many of them did not even have the ability to read, they were obliged to depend upon oratory as the chief avenue through which they might receive the information they sought. Consequently eloquent speakers were the most important mediums for transmitting news and information. Instead of learning of the conditions for themselves, they accepted whatever interpretation the orator placed upon the situation and were swayed accordingly.

Owing to the social value attached to oratory during this period, it is natural that a new type of reading instruction developed in the schools. Because of the demand for patriotic public speaking on the affairs of the state, the all-important aim of reading instruction now came to be that of training pupils to be eloquent *oral* readers of *patriotic* selections.



The new textbooks which began to appear were no longer filled with religious selections, but were devoted almost solely to patriotic poems and declamations. All the selections were of a type which would lend themselves to impressive oral reading, and first attention was given to training in declamation and elocution.

Thus we have traced the history of emphasis upon eloquent and expressive *oral* reading. We have seen that there was a social need for oratory back in the early times when reading material was scarce, when intercommunication was slow, and when many people were unable to read. But conditions are greatly changed at the present time and again we have a new emphasis, that of teaching *silent* reading of *all kinds of materials* and for a great *variety of purposes*.

We can scarcely find a town now which does not flaunt its free public library containing thousands of books and magazines to which all may have access. Hundreds of newspapers and periodicals are sold daily in cities and are regularly mailed to homes in rural places at prices astonishingly low.

Not only is there now an abundance of reading material within reach of all, but transportation makes it possible to get reading matter while it is fresh. When our republic elects a new President, the decision is read by people all over the world within a few hours after the votes are counted. Telegraph instruments flash news of an event throughout the country as soon as it happens. Fast mail trains bring the printed reports to every little hamlet within a remarkably short time after they leave the press. Newsboys and mailmen daily bring papers and letters to our very doors.

Besides abundant reading material and rapid transportation facilities, we find a great increase in the number of adults who are able to read. Schools are established throughout the country. Compulsory education laws make it necessary for all to attend. At present only about eight per cent of the adults in the United States are illiterate.

Thus we see that the American public now enjoys exceedingly rich opportunities for reading in contrast with the very meager opportunities of our ancestors. We are surrounded with reading materials on every side. The most of us know how to read.<sup>1</sup>

There are also other conditions which are favorable to a greater amount of reading than was previously done. The increased leisure time which our present generation enjoys makes opportunity for more abundant reading. The decrease in the length of the working day and the increase in mechanical devices for doing work have combined to give the worker more leisure than he formerly enjoyed. He seeks diversions with which to occupy this extra time. Some of it is devoted to sports, shows, and games, but a considerable part of it is given to reading.

The reading done in this leisure time is not all for pleasure alone. The individual often reads to improve his technique in his profession or business. Scarcely an occupation, be it plumbing, medicine, brokerage, or teaching, but what has its own journals. A fair share of the worker's leisure reading is devoted to finding out new ideas which will aid in solving the problems of his

<sup>1</sup> The organization of this chapter up to this point was suggested by the late S. C. Parker of the University of Chicago.

daily duties. He also reads discussions concerned with the policies of his government. After reading several articles on a subject of this type, an intelligent reader can cull the wheat from the chaff and decide the issue for himself. He doesn't have to depend upon an orator to interpret the situation for him, as in the previous period of reading instruction.

Not all of our reading, however, is confined to our leisure moments. We are surrounded by a reading atmosphere on all sides. At every turn much depends upon a person's ability to read and *interpret* what he sees. One is constantly confronted by traffic signals or signs which he must obey or endanger his life. He can't get results in using a new preparation for patching his automobile tire until he reads directions for using it. The spoken drama is being replaced by the movie to such an extent that he can scarcely enjoy a good show unless he can *rapidly* and *intelligently* read the captions which explain the story depicted on the screen. In order to live and enjoy life in the present age, one must be able to read intelligently and rapidly.

That, then, is the situation now existing *outside* of school; what about the present conditions *in* school? In the seventeenth century arithmetic was the only subject, other than reading, taught in schools, and no book was provided for this subject. A smattering of arithmetical knowledge was doled out by the instructor himself. At the present time, besides an abundance of reading texts in the schools, we find texts in arithmetic, geography, language, history, civics, nature study, health, and other subjects.

This enriched curriculum calls for more and more

reading on the part of the pupils. Their progress in these other subjects depends very largely upon their ability to read well. In a recent study<sup>1</sup> to determine the relationship between reading habits and school progress, it was found that the children who failed in two of these other subjects obtained an average of twenty-seven ideas from a certain passage, while those who passed in the other subjects obtained an average of forty-three ideas from the same passage. This high correlation goes to prove that the child who *gets the most out of his reading* makes the best progress in other subjects.

Thus we come to see the necessity for having a different type of reading instruction from that needed in colonial or Revolutionary times. The goal of reading instruction is no longer solely that of teaching the child to read the Bible, nor is it that of training him to read orally with such expression and eloquence that he will sway his audience. There is now no particular need for oratory. The chief emphasis is placed upon training the child to get the *complete thought* from the page and to get it as *quickly* and *accurately* as possible. Expert oral reading is left to the few who are specializing in elocution.

Perhaps some might say, "But they could get the thought accurately and completely and they could read fast when reading orally. Why such emphasis upon *silent reading*?" Granted that it is possible to get the thought in oral reading, let us turn for a minute to the subject of rapidity. Research has proved that silent

<sup>1</sup> This investigation and also the one referred to on page 10 were described in class lectures by Dean W. S. Gray, University of Chicago.



reading is done much *more rapidly* than oral reading. This is accounted for by the fact that it is a physical impossibility to read faster orally than our vocal organs will say the words, whereas in reading silently, our eyes and minds can leap ahead unimpeded by vocalization. When the child reaches the point where he can read more rapidly than he can vocalize, the teacher is doing him a positive injury by continuing to have him read orally. She is preventing him from developing habits of rapid reading; she is holding him down to an oral reading rate.

It is very essential that the youth of today be trained to read rapidly. If he has to read two or three books in a given time in order to write a paper in college, or if he has only the time while riding home on the street car in which to find out all the news of the day, it makes some difference whether he can read twenty or two hundred words a minute.

It is clear, then, that the two most important factors in the teaching of reading are: getting the thought accurately, and getting it rapidly. Research work has shown that both these abilities can be increased by giving the child practice in doing these things; hence we find these phases of reading instruction emphasized in our progressive schools of today.

Another type of emphasis to be considered is that of the various purposes for which reading is carried on at the present time. In a recent investigation of the reading of adults which was supervised by the University of Chicago, the subjects were asked to state the purposes for which they read. A tabulation of their responses shows these results:

Reading for general information  
Reading for civic enlightenment  
Reading in vocational activities  
Reading to extend experience  
Reading for pleasure

Specialists tell us that in reading for these different purposes the same individual uses distinctly different types of reading abilities. He uses one type of ability when he carries on leisurely, appreciative reading of the kind required for light fictional stories; another type when he does studious, reflective reading such as is necessary in preparing a lesson from a text; another type when he is hastily scanning the headlines in a paper in search of some article in which he is interested; another type when he reads for the purpose of remembering certain ideas which he wishes to use later; and still another type when he selects, organizes, and generalizes the main points of an article in an attempt to make a summary.

The use of these various abilities is in no way limited to college students. They are necessities in the intelligent reading of materials which constantly confront people in the everyday walks of life. An average person frequently makes use of all these abilities upon a single occasion. Take, for example, the busy housewife who has an hour of leisure before preparing the evening meal. She decides to devote it to the perusal of a household periodical. Picking up the magazine, she hastily *skims* through the headlines of the first fifteen or twenty pages in an attempt to find which of the fictional titles holds the greatest appeal for her.

Having read all the titles, she *selects* the one she likes the best and leisurely reads the story for pleasure, *comprehending* and *enjoying* it as she goes along. Having finished this story, her mind may revert to her household duties and she will decide to search for some new ideas to use in making the dinner more tasteful. Again she will *skim* through the pages till she finds one filled with menus and recipes. As she is not interested in everything on the page, her eyes sweep over the columns until they alight upon the menus, when she begins to read *attentively*. Suddenly she comes upon the name of some dish which particularly appeals to her fancy. Deciding to find out more about the preparation of this dish, she *skims* through the page in search of the recipe for it. Upon finding it, she reads *intently*, *generalizing* its possibilities while doing so. Finding that its ingredients are among those which she has on hand and that the dish is easily prepared, she *rereads* the recipe carefully, considering every item with the view of *retaining* it; or perhaps she will *select* and *organize* the important elements in making a *summary*, which she jots down in a notebook for future reference. Noticing that her time is flying, she may again turn to the menus, hastily *skimming* through them, receiving a suggestion of a vegetable in one, a salad in another, and a dessert in another, rapidly *selecting*, *retaining*, and *organizing* the various suggestions until the complete meal has been planned. Thus she has used practically all the different types of reading abilities.

Since life situations at the present time demand these various reading abilities from the same individual, the teacher of today is providing her pupils with a variety

of exercises designed to develop and give practice in using these several different abilities. She doesn't teach silent reading alone, in which speed and accuracy are emphasized, but she contributes to the many-sided development of her pupils by giving lessons as varied in type as are the purposes for which one carries on reading in life itself.

Three things, then, are being done in silent reading instruction in order to train the child to participate fully in present-day living conditions. They are: teaching him to comprehend what he reads completely and accurately, training him to read rapidly, and developing in him the various abilities required in reading all kinds of material for a variety of purposes. Just as the automobile meets the needs of our times by giving us faster and better means of transportation for handling the increased traffic, so does the new emphasis in reading meet the needs of our times in giving us faster and better methods of handling the increased amount of reading material with which we are now surrounded.

In the light of this discussion, we come to see these changing emphases in reading, not as passing fads, but as progressive methods, each of which has reflected the fundamental historical conditions that have characterized the period over which it has endured. The materials and suggestions in this book were prepared for the purpose of aiding the progressive teacher of today who is searching for ways and means of emphasizing the new type of instruction demanded by our present social conditions; that of teaching *silent reading of all kinds of material and for a great variety of purposes.*



## CHAPTER TWO

### GENERAL SUGGESTIONS: IMPORTANT PRINCIPLES AND PROCEDURES

IN Chapter One it was pointed out that emphasis upon silent reading is an outgrowth of our present social conditions; that rapid, comprehensive, silent reading has proved itself to be the most effective method of handling the increasing amount of reading material with which we are now surrounded. The teacher who is convinced of the advantages of silent reading is well on the road to more efficient teaching. However, to be completely successful she must build her teaching upon other principles which are quite as significant as those underlying silent reading itself. In this chapter the most important of these principles will be briefly discussed. Suggestions will also be given for the preparation and use of materials needed in carrying out the exercises described in the remaining chapters.

#### PURPOSEFUL READING

One of the most important elements in modern education is that of purposing — sincere, earnest, enthusiastic purposing on the part of the learner himself. Every great achievement in the history of our race has come as the result of a dynamic purpose which urged the doer on in face of almost insurmountable difficulties and hardships until he attained the end which he so fervently sought. If the drive of desire is sufficiently strong, the individual will find ways and means of accomplishing his aims. Consequently we are coming to look upon purposing as the master-key in education,

as the "self-starter" of the most complicated mechanism in existence — the human mind. This element must be recognized in teaching reading.

Let us consider, for a moment, our own reading in life. Whenever we carry on this activity, it is for some *purpose*. We read the newspaper for the purpose of finding out what is going on in the world about us; we read a poem or a bit of fiction for the enjoyment that it gives us; we read the directions accompanying a new preparation so that we may find out how to use it effectively; we read a vocational magazine for the purpose of obtaining new ideas which will better enable us to carry on our daily work. We never read just for the sake of seeing whether or not we can recognize words. In every instance we use our reading ability as a means toward an end rather than as an end in itself. In real life, then, our reading ability invariably serves us as a tool in accomplishing some purpose that we have in mind. Consequently the teacher who would best prepare her pupils for life will take care to provide them with opportunities for purposeful reading — purposeful from the *child's point of view*.

All the material in this book was prepared with the idea of pupil purposing in mind. For instance, in one of the exercises described in the later chapters the child reads for the purpose of finding a suitable selection with which to entertain the class; in another he reads directions so that he may find out how to play a new game; other exercises he carries on for the purpose of beating his own previous record in speed or comprehension. His instinctive interest in puzzles is appealed to as a stimulation to his purposing, and suggestions are

given for organizing a class game in which the spirit of competition arouses a desire for activity in even the most sluggish of the group. The teacher should not, of course, give out these exercises simply as assignments, but should weave into her presentation a rich background which will arouse within her pupils a desire to carry on the activity as a result of their own purposing.

### VARIOUS TYPES OF ABILITIES

Reading is the most complex subject in the school curriculum. The expert reader possesses not one ability but a combination of several abilities, each of which is distinctive in itself. Skimming is one specific type of reading ability; reading for the purpose of retaining certain portions of the text is another distinct ability. Reading just to get the general thought of a selection or for the purpose of enjoying a story — that is, appreciative reading — is another type of ability. The power to read rapidly is a specific ability. Reading for the purpose of selecting certain important parts is an ability in itself. Reading the important parts again for the purpose of organizing them into a unified whole constitutes another specific reading ability.

If the teacher just gives general instruction, leaving the development of these specific abilities to chance, she is likely to turn out a one-sided product. For instance, some child may be able to read with great speed but fail to get the complete thought from what he reads; whereas speed and comprehension should always go hand in hand, for one contributes to the other — and so it is with all these specific reading abilities. Therefore,

the teacher should constantly keep in mind the many purposes for which we read in life and should provide her pupils with reading experiences of all these various types. It was to assist in carrying out this ideal that the exercises in this book were organized under the headings: Speed, Comprehension, Selection, Organization, Retention, and Skimming. The exercises placed under any one chapter heading involve several reading abilities but stress particularly the one named in the heading. The teacher is urged to give training in *all* these different types of reading, and to put the major emphasis on those in which her pupils seem most weak.

### INDIVIDUAL NEEDS

The wealth of standardized tests, which are so freely used in our schools at the present time, constantly serve to pile up evidence as to the individual differences which exist even among pupils of the same age and intelligence.

When a teacher takes her whole class through one basic reader in which they all do the same kind and amount of work, she cannot possibly give each the particular type of training which he most needs. However, if she has at hand an abundance of supplemental material such as is contained in this book, she can select exercises which will best meet the individual needs of different pupils and give them additional practice in the type of reading ability in which they show the greatest weakness.

The most practical way of handling this problem of meeting individual needs is to —

1. Administer tests for the purpose of revealing the pupils' weaknesses.

2. Divide the class into groups, each of which consists of pupils having the same difficulty.

3. Select exercises from this book designed to develop the abilities in which pupils are weak. For instance, select one of the exercises in Chapter Three on Speed for the group who are slow readers, one from Chapter Four on Comprehension for those who are unable to get the thought accurately, and so on.

4. Have each group carry out the type of exercise needed in overcoming its particular difficulty. After the assignments are made, all groups work simultaneously, even though each one is doing a different exercise. Often one group will be found to require further training in the mechanics of reading. If so, the teacher works with these pupils, while the others carry on their silent reading practice.

5. Continue such practice for about a month; then test again.

6. Reorganize the groups according to the weaknesses revealed in this second test, and repeat the procedure described above.

There are several excellent standardized tests which can be used for this purpose; but if the teacher is not supplied with prepared tests, she can give informal tests which will reveal results sufficiently accurate to enable her to organize her class into working groups. The method of giving an informal speed test is described under the heading "Making Individual Graphs of Progress in Speed" (p. 97). The method of giving



informal tests in comprehension is described under the heading "Making Individual Graphs of Progress in Comprehension" (p. 94). The "Marking Game" (p. 104) will give an indication in the lower grades as to ability in selection; in the upper grades the exercise of "Finding the Main Idea in a Paragraph" (p. 121) is better for this purpose. "Reproducing Sentences" (p. 144) can be used as an informal test in retention.

No standards are available for any of these abilities, excepting speed and comprehension. In all other cases the teacher will have to use her own judgment as to which pupils require special training.

In comprehension, children who do not answer all questions with 100 per cent accuracy should be given additional training.

Approximate Speed Standards are given below. These standards apply to material about equal in difficulty to that found in the usual grade readers.

| <i>Grade</i> | <i>Number of words per minute</i> |
|--------------|-----------------------------------|
| 2            | 100-140                           |
| 3            | 120-160                           |
| 4            | 140-180                           |
| 5            | 160-200                           |
| 6            | 180-220                           |
| 7            | 190-230                           |
| 8            | 200-240                           |

### CHECKING RESULTS

One of the most desirable factors of a well-rounded personality is a self-critical attitude toward one's own shortcomings. Checking up on the results of one's

work contributes directly to the development of this fine quality of character. As far as subject matter is concerned, if a child corrects his own work, he more keenly appreciates the special phase of it in which he has failed; and being conscious of his needs, he is more likely to overcome his particular difficulties. For these reasons the teacher should provide her pupils with frequent opportunities for checking their own results. This activity can be carried on in connection with the silent reading exercises in a variety of ways:

(a) The teacher may dictate the answers.

(b) The answers may be written on the board and covered with a newspaper or roller shade until the time arrives for checking up, when they may be revealed.

(c) Answer cards may be distributed when an exercise has been completed.

In every case the pupil should be taught to compare each of his results with the correct answer, and check it if he was wrong or mark it with a "C" if he was correct. In the lower grades, interest will be added to the activity if the children are permitted to use any colored crayon that they may choose for the marking.

As a follow-up of this self-checking process, it is a good plan to have the pupil make a record of the parts which he misses in each exercise, together with some statement as to what the difficulty was. After several such errors have accumulated, pupils should be given one entire period in which to do these exercises again in an effort to see if they can get them *all* right on the second trial.

## BLACKBOARD WORK

An ordinary window shade hung on a roller attached at the top of the blackboard is an excellent device to use in connection with exercises to increase speed. The teacher writes the sentences or phrases on the board before the children come in, and draws the shade down over them. When she is ready for the lesson, she slides the shade up and down, exposing certain exercises for any length of time that she chooses.

Some teachers simply pin a newspaper over the exercises, moving it up and down in the same manner as that suggested for the roller shade.

All exercises should be written on a board which has been washed with a clean sponge so that no streaks are left. The writing should be done with soft chalk which makes a heavy white line. Since there are usually places in every room from which writing on the board is not clearly visible, the teacher should take care before each lesson to adjust the shades and change the seating so that all pupils can see well.

When pupils are working from the board, copying from one another can be largely prevented if two or three exercises are used at a time, and different ones assigned to pupils sitting next to one another.

## SETS OF EXERCISE CARDS

It is hoped that the teacher will not only use the exercises worked out in this book but will be stimulated to work out other similar exercises for use with her particular group.

It is an advantage to have sets of different silent reading exercises written on cards or heavy sheets of paper so that individual copies may be distributed. This prevents copying, which is a grave danger in work of this type.

It may appear to the teacher that the preparation of such exercise cards will make a heavy inroad on her time. It really doesn't take long to prepare a sufficient number for the class, after one is once launched upon the work. Many teachers have stated that they were able to prepare within a half hour five copies of five different exercises, writing them in long hand with the aid of carbon paper. This is a sufficient number to occupy the time of five periods devoted to silent reading work, provided the material is used with half the class at a time, as is usually the case. This same material can also be used again and again for each successive term's work. It is best not to attempt to make too many different exercises during any one term. By preparing a few new sets each semester, the teacher will find that a goodly supply will rapidly accumulate.

In many schools the pupils in other grades coöperate in helping the teacher to prepare exercises for her class. Making copies of exercises which the teacher has prepared is an excellent motive for penmanship classes. Composing new exercises is splendid language work. Pupils will enter into such work with avidity if they know that they are doing a service for the pupils in some other class who are actually going to use their work.

Some schools have mimeographing facilities. In such cases the problem of running off several sets of exercises is a very simple one. In other cases teachers have hec-

tograph outfits of their own, with which it takes only a few minutes to prepare several copies of an exercise. Good duplicators can be procured at prices ranging from \$2.00 to \$6.00. Addresses of firms selling such materials can be found in almost any school magazine. These duplicators can be used to great advantage in copying silent reading exercises.

In preparing material of this type, great care should be taken in the choice of vocabulary. The entire exercise will fail to function if children are unable to recognize many of the words. The vocabulary listed in the back of the basic reader, with those listed in other readers which pupils have had in lower grades, will give the teacher a fairly reliable guide as to the scope of words to use.

When several exercise cards are used in the same period, they should be numbered, each different exercise bearing a different number. If each pupil keeps a record of the number on the cards he has had, it will be a guide to him in getting a different card the next time they are distributed.

### FLASH CARDS

Sentences or words to be used as short exposure exercises should be printed on heavy paper, such as manila cardboard or oak tag. If the paper is cream or a very light brown, it will not soil so easily as if it were white. The cards should be four or five inches wide and vary in length according to the words, phrases, or sentences printed on them.

The best way to print these cards is by means of a rubber printing set. A satisfactory outfit of this kind



may be obtained at stationery stores or from supply houses who advertise in school magazines. They range in price from \$4.00 to \$8.00. In the middle grades children enjoy printing their own cards with the use of such an outfit.

In the absence of a printing set, the teacher can prepare satisfactory cards by printing them herself with the aid of a lettering pen, which makes a mark one eighth of an inch wide. This lettering pen may be procured at any stationery store. Black India ink should be used.

As a last resort, an ordinary black crayon may be used in preparing flash cards.

Whatever the printing medium employed, the letters should be at least one inch high so that all members of the group can easily see them without eye strain.

In using the cards, the teacher should be careful to place them on a level with the children's eyes and to hold them squarely before them, not in a slanting position. To be of value in increasing speed or developing better habits of eye movement, the printing should be exposed to the class for a moment only; then the card should be laid face down on the desk or table while someone carries out the direction which was printed upon it. The idea is to train the child to take in the entire sentence in as short a time as possible. The length of the exposure may be decreased as pupils become more adept at reading the cards rapidly.

## CHAPTER THREE

### EXERCISES TO INCREASE SPEED

#### ACTION RESPONSES

##### TREASURE BOX

THE children may cut attractive pictures of toys, foods, clothing, animals, etc., from magazines. All these pictures are then placed in a large box labeled TREASURE BOX.

In playing the game, the teacher flashes cards upon which are written directions for getting the pictures out of the box, as "Get the Christmas Tree." (If she prefers to use the blackboard, she may rapidly write the directions in each case, then quickly erase them.) After exposing each card for an instant, she calls upon some pupil to perform the action indicated in the directions. He gets the picture from the box and shows it to the class, who tell him whether or not he is right. If he is right, he is permitted to keep the picture; if not, he must put it back. All children should be given the same number of turns.

The object of the game is to see which pupils will get the largest number of pictures.

Some of the pictures that might be used are suggested here.

| <i>Toys</i> | <i>Foods</i> | <i>Clothing</i> |
|-------------|--------------|-----------------|
| top         | milk         | hat             |
| ball        | bread        | coat            |
| doll        | cake         | shoes           |
| balloon     | pie          | dress           |

|            |           |           |
|------------|-----------|-----------|
| kite       | ice cream | sweater   |
| blocks     | carrots   | mittens   |
| teddy bear | tomatoes  | stockings |

| <i>People</i> | <i>Animals</i> | <i>Fowls</i> |
|---------------|----------------|--------------|
| man           | cow            | hen          |
| woman         | horse          | duck         |
| baby          | sheep          | turkey       |
| boy           | pig            | goose        |
| girl          | dog            | chicken      |
| grandmother   | cat            |              |
| grandfather   | mouse          |              |

#### QUESTION AND ANSWER GAME

The teacher prepares two sets of cards, upon one of which she prints questions and upon the other their corresponding answers. For example :

| <i>Set 1, Question</i>     | <i>Set 2, Answer</i> |
|----------------------------|----------------------|
| Who sells sugar?           | grocer               |
| What gives milk?           | cow                  |
| How many fingers have you? | ten                  |

The class is divided into two teams, and the answer cards are distributed among the pupils. The teacher quickly flashes a question card, then places it face downward. The pupil having the appropriate answer card runs to the front of the room and exposes the answer to the rest of the class. If he is right, his team receives a score. The pupil exchanges his answer card with someone else, and the game continues.

These questions show how the game may be centered on a general topic.

### *Occupations*

#### *Questions*

#### *Answers*

|                              |            |
|------------------------------|------------|
| Who digs coal?               | miner      |
| Who builds houses?           | carpenter  |
| Who raises corn?             | farmer     |
| Who bakes bread?             | baker      |
| Who comes when you are sick? | doctor     |
| Who fills your teeth?        | dentist    |
| Who brings your milk?        | milkman    |
| Who makes mother's dresses?  | dressmaker |
| Who makes father's suits?    | tailor     |

### *Information*

#### *Questions*

#### *Answers*

|                              |         |
|------------------------------|---------|
| Where do oranges come from?  | trees   |
| Where does coal come from?   | mines   |
| Where does wheat come from?  | fields  |
| Where do carrots come from?  | gardens |
| Where do peanuts come from?  | fields  |
| Where do walnuts come from?  | trees   |
| Where does rubber come from? | trees   |
| Where do diamonds come from? | mines   |
| Where does milk come from?   | cows    |
| Where do bananas come from?  | trees   |
| Where does rice come from?   | fields  |
| Where does cotton come from? | fields  |
| Where does copper come from? | mines   |
| Where do dates come from?    | trees   |

## SIMON SAYS "THUMBS UP"

The teacher has a pack of word cards and a pack of picture cards to correspond with them. In playing the game, she holds up a picture card and places a word card underneath it, exposing the two for an instant only. If the word is the name of the picture, it is equal to the command "Simon says 'Thumbs up,'" and everyone in the class is supposed to put his thumbs up. If, on the other hand, the picture and word do not correspond, Simon says "Thumbs down," and everyone is supposed to put his thumbs down. (Of course, no one actually says, "Thumbs up" or "Thumbs down.")

If a pupil makes a false response, or fails to respond at all within a given time, he must drop out of the game, with the understanding that he and any others who make a mistake are later to play a game by themselves for the entertainment of the whole room. This provides special drill for those needing it the most.

For use with this exercise the following material is suggested.

*First and Second Grades*

Pictures of toys, animals, foods, people, clothes, vehicles, furniture, etc.

*Third, Fourth, and Fifth Grades*

Pictures of geographical terms — hill, valley, river, plain, mountain, divide, peninsula, isthmus, island, etc.

Pictures of our Presidents — Washington, Lincoln, Roosevelt, Wilson, Coolidge, etc.



*Intermediate and Upper Grades*

Instead of matching pictures and words in the upper grades, it is better to match words which should be classed together.

Authors and literary productions, as :

|           |            |             |            |
|-----------|------------|-------------|------------|
| Poe       | Longfellow | Shakespeare | Burns      |
| The Bells | Hiawatha   | Macbeth     | To a Mouse |

Grammatical terms and words representing them, as :

|      |      |         |           |         |
|------|------|---------|-----------|---------|
| noun | verb | pronoun | adjective | adverb  |
| tree | sing | he      | pretty    | quickly |

## CARRYING OUT ACTION DIRECTIONS

I. *Individual Commands*

The class is divided into two sections. The teacher writes a command on the board and quickly erases it; or she may flash it from a card. She then calls upon some pupil to perform the action. If he carries out the direction correctly, he is given a score of one, which contributes to the total score for his side.

Such commands as the following can be used for this purpose.

*First and Second Grades*

Run to the door.

Get the red book on my table.

Tell me how old you are.

Walk to the window and look out.

Write your name on the board.

Get under the table.

Read to me.

Come to me.

Sit down.

Stand up.

Walk fast.

Go to your seats.

Give me a book.

Put some water on the plant.

Name one thing that is black.

Show me something pretty.

Put some paper in the basket.

Take the book away.

Tell me to read.

### *Third and Fourth Grades*

Get a piece of chalk and draw a circle on the blackboard.

Put both hands high above your head.

Run up to my desk and tap your pencil on it three times.

Write on the board the name of two foods which you should eat.

Put a piece of chalk on a ruler and carry it to the door.

Hold your right foot with your hand and hop three times on your left foot.

Draw a square on the blackboard as high up as you can reach.

Write *his* on the blackboard backwards.

*Intermediate and Upper Grades*

Get the small green book in the bookcase, turn to page 63, and read the second paragraph out loud to the class.

Go to the window, look at the red brick building across the way, and tell me the total number of panes of glass there are in the windows on the north side.

Place your hand on the blackboard and draw a picture of it.

Look at the picture on the front wall and tell me what you see in it.

Put your hand on the head of the child who sits in front of you.

Play that your hands are cold and breathe in them to make them warm.

Give a book to a child who has blue eyes.

Get a pencil from my desk and put it behind your ear.

Count the pupils in your row and write the number on a small piece of paper.

Pick up a scrap of paper which you can see on the floor, and put it into the basket.

Go to the boy in the last seat in the right-hand row and ask him why he didn't come to school yesterday.

Go to the blackboard, draw a large white circle, and write your name inside it.

Go into the office, tell the principal we are having a silent reading lesson, and invite her to come to our room.

The pupil sitting in the first seat of each row may rise when I say "one," then collect the papers of all the children in his row, and place the papers on my desk.

Find the city of Denver on the map and then write upon the board the part of Colorado in which it is located.

Draw a line about a foot long on the board and write your full name above it, making all the lines very white.

The following materials also may be used as questions or commands :

Safety First directions, such as, "What should you do before crossing a street?"

Health Rules, as, "Name some foods you should eat for breakfast."

Personal History questions, as, "What is your father's name?"

## II. *Group Commands*

Another set of directions may be prepared for use as an exercise in which the class as a whole makes the response.

Examples of such exercises for the lower grades are :

Take out your reader.

Get your wraps.

Put your right hand on top of the desk.

Stand beside your desk.

In the upper grades such directions as these may be used :

Get out your geography, turn to page 88, find out what the chief industries of Nebraska are, then write them down.

Stand at the right side of your desk, put your left foot forward, and place the finger tips of your right hand upon your left shoulder.

## ANSWER SEARCH

The teacher asks a question that is answered in a certain paragraph in the class reader which has *not* been previously read. At a given signal the pupils open their books to the specified page and search for the answer.

As soon as a pupil finds the answer, he stands. The class may be divided into teams, and the side on which everyone is first standing is declared the winning team.

## PICTURE RACE

The children may cut pictures of common articles from magazines. There may be several pictures of each kind; for instance, six or seven houses, a number of boys, babies, etc. To start with, sort them out, so that all pictures of a given kind are together. Distribute the pictures among the pupils, giving the same number to all the children.

The teacher writes or prints on the board the name of a picture, as "house," and quickly erases it. All children having a picture of a house then run up before the class, holding their picture in front of them, while the remainder of the class give the name of the picture. If a pupil who has a picture of a house fails to come up with the others, he is given all the pictures of houses which the others have. If no one fails, the teacher will take the pictures.

The object of the game is to see who can first get rid of all his pictures.

This game may be played in the upper grades by using pictures of terms occurring in other subjects that are being studied.



## ACTOR'S GAME

The teacher prepares flash cards upon which she writes words or sentences which can be acted. As she flashes a card, the children play they are actors and dramatize the word. The best actor in each case is determined by vote of the class. Each row, in turn, should do the acting while the others look on and vote.

Word or sentences for the cards should be selected according to the grade and should be difficult enough for a real test of comprehension.

The following illustrative exercises are arranged according to difficulty.

*First and Second Grades*

In the lower grades it is better to flash phrases which command pupils to play they are doing certain things, as:

Drink some water.

Eat an apple.

Blow a horn.

Go to sleep.

Catch a bird.

Make some birds fly away.

Hop like a rabbit.

Fly a kite.

Put on your hat.

Make a snow ball.

Grow tall.

Dress a doll.

Ring a bell.

*Third, Fourth, and Fifth Grades*

Call someone on the telephone.

Put out a fire with some water.

Gather some flowers by the roadside.

Sweep the floor with a broom.

Jump over a candle stick.

Put the baby to bed and cover him up.

Get a balloon that is flying away from you.

Play that you are an engine pulling a long train of cars.

Meet a lady that you know on the street.

Pick some apples from a branch on a tree.

Climb up into a tall tree.

Catch a ball and throw it again.

Drive an automobile down a busy street.

Buy some candy and pass it to the child sitting back of you.

Quickly put on your hat and coat and run up a ladder like a fireman.

*Intermediate and Upper Grades*

happy

excited

interested

sad

amused

bored

angry

surprised

drowsy

Seize a sword and wave it in the air.

Hail someone at a distance and beckon him to approach you.

Make a low courtesy and doff your hat.

Saunter along for a few steps, hesitate a moment, then go on more rapidly.

## ORAL RESPONSES

## PHRASE SCRAMBLE

The teacher prepares a set of cards upon each of which she writes a sentence containing a common phrase, such as "in the house," "across the road," "at six o'clock," etc. The writing must be very clear and large. These cards are placed on a table or on the floor face upward, and a small group of children gather around them.

The teacher quickly writes upon the board, then erases, a phrase contained in one of the sentences. The children "scramble" to see who can be first to find the sentence which contains that phrase. The one who finds it reads it orally to the class so that they may see whether or not he is right. The goal of the game is to see who can get the most cards, as those who are right keep their cards as tallies.

## TIMED READING GAME

The teacher tells the children that they may have a race to see who can read the most in a given time, say three minutes. At a signal the children turn to a designated page in their books and read silently until the teacher says "Time." The pupils then put a dot after the last word read and count the total number of words read during the three minutes. The pupil who has read the most stands at the front of the room and is questioned by the members of the class on the content of his reading. If he fails to answer a question, the one who has read the next highest number of words is questioned, and so on.

The one who has read the farthest and can correctly answer all questions asked of him is declared the winner of the contest.

This is a good exercise to use in "weeding out" slow readers. Those who lag behind should be given special assistance by means of other exercises selected from this chapter.

### ANSWERING FLASH QUESTIONS

The teacher prepares a set of fact questions on a certain selection and writes them in black crayon on long pieces of cardboard.

The pupils silently read the selection once and close their books. The teacher then quickly flashes the questions and alternately calls upon pupils on opposing sides to answer them. A score of one may be given for each correct answer. In case a pupil fails to respond correctly, someone on the opposing side may be given a chance to answer it.

Be sure to make the questions short and pointed. For instance, for the story of "Chicken Little," such questions as these might be asked:

Where was Chicken Little?

What happened to him?

What did he do?

Whom did he meet?

For suggestions as to questions see "Answering Fact Questions," page 68, and "Answering Thought Questions," page 69.

## WRITTEN RESPONSES

## MISSING WORD GAME

The teacher writes on the board sentences selected from a reading lesson, omitting one or two words from each sentence. At a given signal the children open their books to the stated page and race in seeing who can first find and write the complete list of missing words.

The lists should be carefully checked and scored at the end of the exercise.

The game may be varied by listing the separate words on the board and letting the children find and copy the complete sentences containing the words.

*Illustration*

Once upon a time there were two little —— who lived side by side. One's —— was Rose, and the other's name was ——. Rose had a beautiful ——, and the girls played in it nearly every ——. There was also a pretty —— near their homes and sometimes the girls played there.

One morning their —— took them to the park for a picnic. They had a —— with sandwiches, ——, and —— in it.

|      |         |         |       |        |
|------|---------|---------|-------|--------|
| park | day     | mothers | cake  | basket |
| Mary | oranges | name    | girls | garden |



### PLACING RACE

Two children stand by a table in the front of the room. Each child represents an opposing side. The teacher flashes a card containing some direction for placing their hands or feet, as :

Place your hand over the table.

The two pupils race to see who can first carry out each direction. A score of one is given the side represented by the winner of the race. Another pair of pupils are chosen to race, and the game continues.

Here are some illustrative directions.

#### *First Grade*

Place your foot under the table.

Place your hand in the top drawer.

Place your hand behind the table.

Place your hand in your pocket.

Place your hands over your head.

Put your feet together.

Put your hand beneath the chair.

Touch the top of the table.

#### *Second and Third Grades*

Stand on your tiptoes and wave your right hand.

Stand on one foot and place both hands on top of your head.

Place your thumb on the tip of your chin.

Place your hands on your shoulders and turn around three times.

Place a book on your head and walk slowly to the door.

Put your feet under the table and your hands on the table.

Put your right hand over the table and your left foot under the table.

Place your left hand on the top of your right shoulder.

Put your left hand on top of your head and place your right foot forward.

### *Intermediate and Upper Grades*

Place your feet on the floor about a foot apart, clasp your hands over your head, and inhale deeply three times.

Place a book under your left arm, then reach around behind you with your right hand and get the book.

Place your left hand on your right knee and walk across the room in that position.

Place your hands on top of your head and walk slowly backward until you have taken ten steps.

Place your hands on your ears and act as if you were trying to shut out a loud sound.

Clasp your left hand in your right hand and pretend you are shaking hands with someone.

Place your right hand above your eyes and pretend you are scanning a desert in search of an oasis.

Place your hands over your eyes as if you were shutting out an unwelcome sight.

Place your chin in your hands and pretend you are meditating.

## PHRASE GAME

The teacher writes on the board a set of questions which can be answered by phrases in the reading lesson. For example :

Where did the princess live?

(Answer : In a beautiful castle.)

With what was the castle surrounded?

(Answer : With a thorny hedge.)

What was the princess doing?

(Answer : Plucking red roses.)

Who came into the garden?

(Answer : An old woman.)

(The answers, of course, do not appear on the board.)

These questions are then covered with a roller shade or a newspaper so the pupils will not see them. When the reading period comes, the teacher quickly exposes and recovers the questions one at a time as the pupils search in their reader for the phrases which answer them.

The competing sides who are playing the game should each write the name of their team on the blackboard. For example :

*Brownies*

*Fairies*

The pupil who first finds the correct answer in each case runs to the board and writes the phrase under the name of the team to which he belongs. The side having the most phrases to its credit at the end of the game is acclaimed the winning team.

## SOLVING "YES" AND "NO" ARITHMETIC PROBLEMS

A game of racing to see which half of the class can correctly answer the most "Yes" and "No" problems within a given time is an activity greatly enjoyed by the children. It also provides excellent practice work for the pupils having difficulty with their concrete work in arithmetic.

Material for this game is prepared by writing upon squares of cardboard different sets of mental arithmetic problems which can be answered with "Yes" and "No."

Examples of such problems are as follows :

Mary received \$10.00 for Christmas. She spent \$7.00 for a pair of skates. Could she buy a doll which cost \$3.50 with what she had left?

Jack and two other boys went into a store together. They saw a sign which read ICE CREAM CONES, 5¢. Jack had 14 cents. Could he buy enough cones for all three children?

An answer card should be prepared for each set of problems, the answer card and the problem card being numbered with corresponding figures. Each child should be provided with a problem card. The answer cards and a reserve of problem cards should be left on the teacher's desk.

In playing the game, each child writes on a piece of paper a list of numbers corresponding to the numbers of the problems on his card. Opposite each number he writes "Yes" or "No" according to his solution of the problem. After answering a complete set of problems, he may get the corresponding answer card from the teacher's desk and correct his results. He

is then ready to begin work on another set. In this way each pupil is permitted to solve as many sets of problems as he is able to do within a given time.

At the end of the period the number of cards correctly answered by each individual is ascertained, and the total for each half of the room is found. The half of the class having the highest total score is declared the winning side.

These examples might be used.

### *Third and Fourth Grades*

1. Mary had 13 pencils. She gave 4 to her brother and 5 to her sister. Did she have any left for herself?

2. Jack raised 15 pecks of popcorn. His father gave him 5 one-bushel baskets. Did Jack have enough popcorn to fill them?

3. Edith wished to mail twelve letters. She had 8 two-cent stamps. Did she have enough stamps for her letters?

4. Tom wanted to buy six valentines at 5¢ apiece. He had 40¢. Could he get as many valentines as he wished?

5. Mrs. Brown had two quarts of milk. She needed 5 pints to make ice cream for a party. Did she have enough milk?

### *Intermediate and Upper Grades*

1. Mary grew  $\frac{3}{4}$  of an inch in three months, and John grew  $\frac{5}{16}$  of an inch. Did their total growth amount to more than 1 inch?



2. Edith weighs 80 pounds and 9 ounces. Lucile weighs 94 pounds and 7 ounces. Would their total weight make an even number of pounds?

3. Tom wished to buy a radio set which cost \$25.00. He worked in a sugar camp for his father, who paid him by giving him nine gallons of maple sirup. Tom retailed this sirup at 75¢ per quart bottle. Did he receive enough money to buy the radio set?

4. A teacher needed 140 square feet of blackboard space in her room. The School Board put in three boards, each of which were  $4\frac{1}{2} \times 10$  ft. Did she have as much blackboard space as she needed?

5. Mary's father gave her \$10 with which to buy material for a dress. She bought 5 yards of silk at \$1.20 a yard, 3 dozen buttons at 25 cents a dozen, a card of hooks and eyes at 10 cents, 10 yards of braid at 10 cents a yard, 2 spools of thread at 6 cents each, and a pattern at 25 cents. Did she have enough money to pay for her dress?

6. Virginia saw a birthday cake in a window. It was marked 75¢. Virginia thought she could make a cake cheaper than she could buy one. She used 2 eggs at 60¢ a dozen, 2 cups of flour (1 lb.) at 8¢ a pound, 1 cup of sugar ( $\frac{1}{2}$  lb.) at 18¢ a pound,  $\frac{1}{4}$  lb. of butter at 60¢ a pound, 1 pint of milk at 14¢ a quart, 2 teaspoonfuls of baking powder ( $\frac{1}{8}$ ¢), and  $\frac{1}{2}$  pound of prepared frosting sugar at 20¢ a pound. Was her cake cheaper than the one she saw in a window?

## RELAY RACE

The class is divided into two groups and a space is marked off on the board for each group.

A certain selection is assigned and all the pupils begin reading at a given signal. As soon as a pupil has read the selection, he stands as an indication that he has finished. The teacher then gives him a card upon which is written a series of questions on the content of the passage read. The pupil writes the answers to these questions and shows them to the teacher, or checks them himself by means of an answer card on her desk. If they are correct, he runs to the blackboard space allotted to his team and writes a score in it which corresponds to the length of time required to complete the exercise. For instance, if he finished within the first five minutes, he might receive a score of ten; if within the first ten minutes, a score of five.

When a pupil has finished one exercise, he may be assigned another selection and given another set of questions, thus having the opportunity to earn another score for his team.

At the end of the period the scores of each side are added to determine which team has earned the highest total score.

## CHAPTER FOUR

### EXERCISES TO INCREASE COMPREHENSION

#### ACTION RESPONSES

##### PINNING ON THE DONKEY'S TAIL

CHILDREN derive a great deal of enjoyment from an adaptation of the old game of Pinning on the Donkey's Tail.

The teacher may prepare for the development of this activity by cutting from a magazine a picture of a donkey or of a horse, and pasting it on the blackboard. (It will be better if she can draw a fairly large picture of the animal.) She then cuts slips of paper, upon each of which she writes the name of a part of the animal, as ears, tail, nose, foot, etc.

In playing the game, she holds one of these names up in front of the class and chooses a pupil to place the slip on the part of the animal which corresponds to the word written on it. If a pupil places the word "nose" on the horse's back, great merriment will be evinced by the group. In such a case, the pupil who fails in his response should later be called on to place the same word again. It is quite likely he will not make the mistake a second time.

After one or two blackboard exercises of this kind, the children will have the idea well enough so that they can prepare individual sets of puzzles of the same type. They may search through magazines for pictures, each of which consists of several parts. In the upper grades each pupil may write on slips the names of the parts

in his picture. In the lower grades it will be necessary for the teacher to write the slips to accompany the pictures.

Each picture, together with its corresponding slips, may be put into a manila envelope, the complete set of pictures serving for several lessons.

In carrying out this silent reading exercise, the envelopes may be passed to the pupils, who compete in seeing in which row the most children can correctly place the slips on their pictures.

In the lower grades these subjects may be used :

| <i>Pictures</i> | <i>Slips</i>                                                                 |
|-----------------|------------------------------------------------------------------------------|
| house           | door<br>window<br>roof<br>chimney<br>porch<br>wall                           |
| automobile      | seat<br>windshield<br>wheel<br>tail light<br>license<br>top<br>running board |

In the more advanced grades the exercise may be correlated with the geography work by letting the children place the names of states, rivers, products, etc., upon an outline map.

## HIDDEN CARD GAME

The teacher writes or prints on cards some directions which can be dramatized, such as :

Hop over a book.

Run to the table.

In playing the game, the children blindfold their eyes while the teacher hides the cards in various places about the room. A pupil is then chosen to search for a card. When he finds one, he reads it silently, then acts it out, while the rest of the class guess what his card said. One of the pupils who guesses correctly is then given an opportunity to search for a card, and so on.

When all cards are found, some pupils may be chosen to hide them again.

For sets of directions, see "Carrying out Action Directions," on page 29.

## GUESSING PANTOMIMES

Letting pupils guess the part of a story which some of them act out in pantomime is a type of silent reading which never fails to amuse the children. This exercise may be carried out in several ways.

In the lower grades the teacher may secretly assign to a pupil some sentence in the lesson which lends itself to dramatization. The pupil then silently acts out the sentence. A child who guesses correctly which sentence was represented becomes the actor for another sentence assigned by the teacher, and so on. In the first grade simple words such as "run" may be used for this purpose.



In the more advanced grades different groups of pupils may pantomime entire scenes from a story, while the remainder of the class guess which scene is being represented.

Sometimes the teacher may write on the board a list of numbered sentences, each of which lends itself to pantomime. She then whispers the number of a sentence in the ear of a pupil, and he acts it out. As he performs the action, the rest of the class guess which number he is pantomiming.

Below are given examples of the type of sentence which can be used for this purpose.

### *First Grade*

1. The Queen of Hearts  
She made some tarts.
2. The Jack of Hearts  
He stole those tarts  
And with them ran away.
3. Little Jack Horner  
Sat in a corner  
Eating his Christmas pie.
4. He stuck in his thumb  
And pulled out a plum.

5. The old bird flew to her nest.

6. Boy Blue lay down on the soft green hay and went to sleep.

### *Second and Third Grades*

1. The crow put stone after stone into the pitcher.  
When the water came to the top, she drank.

2. The hare had been sleeping soundly, but suddenly he awoke with a jump.

3. The Billy Goat ran over the bridge and up the hill. Then he began eating the soft green grass.

4. That night when Mary came out in the meadow to play, she took the little dandelion up in her hands and blew its white hair away.

5. When the fairy came out in the morning, she touched each piece of gold with her wand and said, "You shall be beautiful buttercups."

6. That night when the old man went to sleep, the robber stole into the house, took the bag of gold, and ran away.

7. Then he jumped out of bed, washed, and dressed, and ran out into the kitchen where his mother was working.

8. Goldilocks knocked on the door of the Three Bears' house, then she listened a minute. No one came, so she lifted the latch and went in.

9. Little Tom was sleepy. He yawned, picked up his candle, and went upstairs to his room. Then he lay down on his bed and soon was fast asleep.

### *Intermediate and Upper Grades*

1. After he had eaten his dinner, he piled fresh fuel on the fire, looked over all the books on his shelves, then selected one and settled down in his cozy chair for a pleasant half hour of reading.

2. He lifted rocks, dug in the sand, and peeped in all the crevices, but at last he had to give up and go home without the treasure.

3. He gathered the brown nuts from the ground and emptied them into a big gray bag. When he had about half a bushel, he slung the bag over his shoulder and trudged wearily down the road.

4. I softly walked on tiptoe across the handsome Persian rug, all the while whispering to my heart to be quiet, and grasping the huge brass handle of the upper left-hand drawer, I pulled with all my might.

5. Lucile busied herself about the kitchen for a time. Suddenly a shrill peal of the door bell greeted her ears and excitedly she hurried into the hall.

#### PLAYING A GAME FROM BLACKBOARD DIRECTIONS

Learning how to play a game is an activity which children eagerly enter into without previous motivation on the part of the teacher. When teaching a new game, the teacher may as well write the directions on the board as give them orally.

In carrying out a silent reading exercise of this type, the children read the directions *silently*. Then the teacher chooses different groups, who successively try out the game while the remainder of the class check up their actions in the light of the blackboard directions.

Below is given an illustrative set of silent reading directions for playing a game.

#### *Good Morning*

1. The players are to take hold of hands and form a circle.

2. The teacher will name one of the players who is to become a "runner."

3. The "runner" will then run around the outside of the circle and tap someone on the back, and keep on running.

4. The one who is tapped on the back will run around the circle in the opposite direction from that in which the "runner" is going.

5. When the two children who are running meet, they must stop, shake hands, bow, and say "Good Morning" three times. Then they run on in the same direction as before.

6. The one who reaches the vacant place first remains there.

7. The one reaching the vacant place last becomes the "runner" for the next game.

#### THE GAME OF RECOGNIZING YOUR NAME

The teacher prepares a set of cards on which she prints words taken from the reading lessons.

Each child is given a name from one of the cards. For instance, if the word "mouse" is on a card, the teacher tells some pupil that his name will be "mouse." If there are not enough cards to go around, several pupils may have the same name.

In playing the game, the teacher flashes a card and all pupils representing the name on that particular card rise and bow. These children are then given another name. If a pupil fails to recognize quickly the name which he represents, he must retain the name until he does recognize it. The same procedure is repeated until all the cards are flashed.

The game may be repeated for as many rounds as the teacher thinks it is profitable to continue the activity.

## FAN-TAN

The teacher prepares cards in sets of four, printing on each card a noun belonging to a certain group or class. For example, one set of cards might consist of the names of animals, as bear, dog, elephant, horse. Another, the names of fruits, as apple, pear, banana, peach; and so on.

In playing the game, the children should stand in a group at the front of the room. The teacher gives out one card of each set. When each child has a card, the teacher shuffles the rest of the cards and flashes them one at a time before the class. The pupil holding a card belonging to the same set as the one flashed by the teacher cries "Fan-Tan" and is given the teacher's card. If no one responds, the pupils hold up their cards with the face toward the teacher while she looks them over. If a child failed to recognize the teacher's word as belonging to his set, his attention is called to the fact and the card is placed back in the pack, to be flashed again later on.

All four cards of a set make a "book." When a pupil has a "book," he lays it down on his desk and is given a card belonging to a different set. The goal of the game is to see who can get the most "books."

In making sets of cards, four names may be selected from each of these classes:

|             |         |           |
|-------------|---------|-----------|
| vegetables  | birds   | trees     |
| clothes     | fish    | books     |
| furniture   | grains  | dishes    |
| automobiles | flowers | magazines |



## PLAYING POSTMAN

The teacher prepares cards on which she writes the names of various objects in the room, such as table, desk, window, clock, door, wall, floor, chair, board, pencil, book.

After all pupils have been given one of these cards, each one has a turn at playing he is a postman, who delivers his "letter" to the appropriate "house." For example, the child having the word "chair," runs over to the chair and lays his card upon it. If a pupil delivers his "letter" to the wrong "house," someone else is given a chance to deliver it for him. Then the card is given back to the first pupil so that he may have another turn at delivering it later.

## GUESSING WHAT SOMEONE DID

The teacher writes on the board a list of action words, such as jump, skip, run, walk, hop, sing, read, talk, laugh, etc.

A pupil is selected to run to a corner of the room and blindfold himself. The teacher points to one of the words on the board and the class read it *silently*. Someone is selected to come to the front of the room and perform the action indicated by the word. The blindfolded pupil then uncovers his eyes, runs to the board, and points to the word which he guesses is the name of the action he heard performed.

## ORAL RESPONSES

## TELLING A STORY FROM QUESTION SLIPS

This is an excellent exercise for use both in language and in reading lessons. It is an especially helpful device to use in establishing the sequence of events in preparing a reproduction of a long language story.

The teacher writes a series of questions on a story in such order that the answers given will make the complete story. She then numbers the questions and cuts them apart. In carrying out the activity, each pupil is given one of the question slips. The pupil who has number 1 reads his question *silently*, then rises to his feet and gives the answer. Then the pupil having number 2 rises, without any direction whatever, and gives the answer to his question, and so on, until the entire story has been reproduced. The slips may then be redistributed and the game played again and again, until the teacher thinks the sequence of the story has been established.

Below is given a set of questions which were used for this purpose.

*The Old Woman Who Wanted All the Cakes*

1. What was an old woman doing one day?
2. How was she dressed?
3. What did a poor man say to her?
4. What did the old woman say?
5. Then what did she do?
6. What happened to the small cake she was making?

7. What did the old woman say to the man about this cake?

8. What did she do then and what happened to the next piece of dough?

9. What did the old woman say about this cake?

10. What did she do again?

11. What happened to that piece of dough?

12. Then what did the old woman say to the man?

13. What did the man do then?

14. What did the old woman do with the cake?

15. What happened to her?

16. What did she still have on?

17. What change was there in these clothes?

18. Where can you see her now?

19. How will you know her?

20. What do we call this bird into which she was changed?

### QUESTIONING YOUR PARTNER

I. The teacher prepares a set of questions on the content of the reading lesson and pupils copy them during a writing period.

After the children have read the story, the best-written sets of questions are passed out to alternate rows. The pupils in every two adjacent rows face each other and play in pairs. The one who has the set of questions asks his partner for the answers.

In the upper grades, pupils may make up their own sets of questions, and alternate in asking them of each other.

It will be interesting sometimes to have certain rows pitted against each other. The total scores may be

obtained to see which side wins, a score of one being given for each correct answer.

For suggestive questions see "Answering Fact Questions," page 68, and "Answering Thought Questions," page 69.

II. The teacher prepares flash cards on which she writes questions. She rapidly flashes these cards and alternately calls upon pupils in two sections to answer the questions. A score is given for each correct answer, and the side having the highest score wins the game.

*Personal History Questions*

What is your name?

How old are you?

Where do you live?

When is your birthday?

What is your father's name?

What is your mother's name?

What does your father do?

Have you any brothers?

Have you any sisters?

*Personal Questions*

Do you like to go to school?

What color is your hair?

What are you going to do when you grow up?

Can you write and spell?

Have you a baby at home?

Have you a new dress?

What kind of shoes are you wearing?

What color do you like best?

Where did you go last summer?

What did you do last night?

*Health Questions*

- Do you sleep with your windows open?
- Do you drink milk every day?
- Did you sleep eight hours last night?
- Do you brush your teeth at night?
- Do you always wash your hands before eating?
- Do you eat lots of fruit and vegetables?
- Do you play out doors every day?

*“Yes” and “No” Questions*

- Do rabbits have wings?
- Do dogs like meat?
- Can a table talk?
- Do cats ever wash their faces?
- Can a boy climb a tree?
- Do birds like to read?
- Does Christmas come in the summer?
- Do frogs lay eggs?
- Can a kitten say “meow”?
- Are red roses pretty?
- Do dogs live in trees?
- Do rabbits go to school?
- Are lambs little baby sheep?
- Do children like candy?
- Do squirrels eat meat?
- Is the sun black?
- Can robins see at night?
- Do ducks like water?



## LOOKING FOR ANSWERS

The teacher writes upon the blackboard a series of statements telling the children what to look for as they read a new lesson. The result of their study may be checked later in a discussion in which children give their answers and read orally the parts of the selection that prove their answer. For example :

*The Dog in the Manger*

What to find out :

1. Why the ox was in a hurry to get to the manger.
2. What he saw in the manger.
3. What the dog did.
4. Why the ox thought the dog should give him the hay.
5. What was finally done about it.
6. Whether the dog was selfish or unselfish, and why you think so.

*Story*

Once there was a hungry ox who had been working hard all day. He was so hungry he could scarcely wait till he reached the barn, for he knew there would be a manger full of fine green hay awaiting him there. But when he came to the barn, he saw a dog lying in the midst of the hay. The dog growled and snarled and would not let the ox come near the manger. "You cannot eat that hay. Please give it to me," said the ox. But the dog only growled and snapped at the ox and would not let him have it. Was he not a selfish dog?

## BUILDING UP A STORY

The teacher prints on flash cards the successive sentences of a short story, putting each sentence on a separate card.

The cards are then passed out, each pupil receiving one. After the children have silently read their cards and received any necessary help with new words, the teacher permits them to build up the story. The child who thinks he has the title stands in the front of the room and exposes his card to the class. The one who thinks he has the first sentence of the story then takes his place beside the pupil with the title and exposes his sentence for the approval of the class. All pupils look at their cards again, and the one who thinks he has the next sentence stands, and so on, until all the cards are exposed. The entire story is then read orally, each one reading his sentence in turn. If any errors have been made in placing the sentences, pupils will discover it at this time. In such cases, the sentence should be replaced and the story read again.

As a later development the teacher may type stories, putting each sentence on a new line. (Pupils in an upper grade may be asked to write these sentences.) She will then cut them apart so that each sentence will be on a separate slip of paper. All slips belonging to one story are placed in a manila envelope.

Groups of children may use these slips in building stories in the way described above in the class activity. This material may be used also for seat work puzzles, each individual building up a complete story for himself.

Here is an illustration of story slips.

The Boy and the Pumpkin

Father gave a pumpkin to little Jack.

Jack cut some eyes, a nose, and a mouth in the pumpkin.

Then he ran to a house with it.

He put it in the window of the house.

Then he laughed.

### READING TO FIND MATERIAL FOR ENTERTAINING THE CLASS

The morning exercise period may be set apart once or twice a week for the purpose of allowing pupils to tell interesting things which they have read in magazines, newspapers, or books, and which they wish to share with the other pupils. Current events or funny stories may be used for this purpose.

More pupils will be likely to participate if different rows are given turns in being responsible for the entertainment of the others.

During holiday seasons the collection of stories, poems, or anecdotes may center around a certain topic, such as Halloween, George Washington, Memorial Day, and so forth.

### FINDING EXCITING PARTS IN A STORY

The teacher may tell or read to the children parts of a story which they have not previously read and which is contained in readers that have been passed out to them. As she reaches an exciting part in the story, she stops abruptly, asking the children to find out what happened then. The pupils open their books and read silently for a few minutes, then close them again, keeping a finger in the place. The teacher then calls on someone to finish telling of the incident which she had started.

After this has been done satisfactorily, the teacher continues her recital of the story until she reaches another exciting part, when the same performance is repeated.

## WRITTEN RESPONSES

## COMPLETION EXERCISES

The teacher prepares a set of cards, writing on each card a series of sentences with one word missing in each sentence. The children copy the sentences and supply the missing word. If twenty-five different cards are prepared, they can be used on twenty-five different occasions, the same individual using a different card each time. If the cards are numbered, it will be easy for pupils to keep a record of the cards they have previously used.

Below are suggestions for different types of sentences to use for this purpose.

*Lower Grades*1. *Parts*

An automobile has four —.

A bird has two legs and two —.

A cow has two white —.

A clock has a face and two —.

A squirrel has a long bushy —.

2. *Occupations*

A man who sells groceries is called a —.

A man who makes bread, pies, and cake is called a —.

A man who shoes horses is called a —.

A person who teaches school is called a —.

A man who works on a farm is called a —.



### 3. *Adverbs*

The girl sang ——. .  
The wind roared ——. .  
The rain fell ——. .  
The boy ran ——. .  
The fire burned ——. .

### 4. *Tools*

The dressmaker sews with a ——. .  
The carpenter pounds with a ——. .  
The gardener digs with a ——. .  
The baker stirs his cake with a ——. .  
The fisherman catches fish with a ——. .

### 5. *Holidays*

We make Jack o' Lanterns for ——. .  
We eat turkey on ——. .  
We have fireworks on the ——. .  
We give presents on ——. .  
We plant trees on ——. .

## *Intermediate and Upper Grades*

### 1. *Geography: Capitals*

1. Lansing is the capital of ——. .
2. Denver is the capital of ——. .
3. St. Petersburg is the capital of ——. .
4. Albany is the capital of ——. .
5. Des Moines is the capital of ——. .

*2. Geography: Location*

1. Yellowstone National Park is in —.
2. The Catskill Mountains are in —.
3. Salt Lake City is in —.
4. The Mississippi River is in —.
5. Long Island is in —.

*3. Geography: Miscellaneous*

1. The rivers in the western part of the United States are noted for —.
2. The eastern states carry on most of their foreign trade with —.
3. The leading coal-producing state is —.
4. The largest city in the United States is —.
5. The city which manufactures the largest number of automobiles is —.

*4. Industries*

1. Minneapolis is important because of its —.
2. Chicago's chief industry is —.
3. Waltham is noted for the manufacture of —.
4. New York leads in the manufacture of —.
5. Iowa leads in the production of —.

*5. History*

1. The chief cause of the Revolutionary War was —.
2. Alaska was purchased from —.
3. Columbus discovered America on —.

4. The first battle of the Civil War was fought at \_\_\_\_.

5. The Indians were hostile to the white people who emigrated westward because \_\_\_\_.

#### 6. *Famous Men*

1. Our first President was \_\_\_\_.

2. The cotton gin was invented by \_\_\_\_.

3. The man who discovered the Mississippi River was \_\_\_\_.

4. The President who abolished slavery was \_\_\_\_.

5. The steamboat was invented by \_\_\_\_.

#### 7. *Civics*

1. Nuisances in the neighborhood which render air impure are \_\_\_\_, \_\_\_\_.

2. The source of water supply in our community is \_\_\_\_.

3. Three educational agencies in our neighborhood are \_\_\_\_, \_\_\_\_, \_\_\_\_.

4. Four means of recreation provided by our town are \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.

5. The names of men who represent our state on national committees are \_\_\_\_, \_\_\_\_.

6. Four public places which you can help to keep clean are \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.

7. Taxes are paid on \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.

## SUBSTITUTING WORDS

This exercise is a helpful one to use in increasing the pupil's vocabulary, as well as giving him practice in comprehensive silent reading.

The teacher selects sentences from the reading lesson and writes them on the board, underlining certain words for which the children are to find substitutes. The pupils copy the sentences, writing the substitute under the underlined word in each case, as :

John had a big piece of pie.  
large

In the upper grades children may be asked to supply two or three synonyms, thus calling the dictionary into use. For example :

He was a very indolent person.  
lazy  
inactive  
slothful  
idle

In order to motivate the exercise, the class may be divided into competing teams and the papers may be scored to ascertain the winning side.

*Lower Grades*

1. I ate a little apple.
2. The girls gathered some flowers.
3. The old man was good to everyone.
4. Harry will fetch a pail of water.
5. Jack raised several kinds of flowers.

*Upper Grades*

1. Mary was a very affectionate girl.
2. He was a generous giver.
3. The temple was a magnificent structure.
4. He had a boisterous manner.
5. The new idea was casually introduced into their midst.
6. The entire organization was in a state of chaos.
7. She adopted every new fad.
8. The cavaliers of old were very genteel.
9. The cloth was soaked with vinegar.

## ANSWERING FACT QUESTIONS

The teacher writes on the blackboard a list of fact questions relating to a certain story in the class reader. The children read the story for the purpose of finding the answers to the questions. These answers may be written or given orally in a class discussion.

Below is an example of a set of fact questions. The story chosen was of the informational type. It told about a boy who made a pretty little pond in his back yard but was obliged to do away with it because the mosquitoes became so thick that he was unable to play around it.

*Fact Questions*

1. Did Fred change the water in his pond?
2. What did Gail see in the pond one day?
3. Why couldn't Fred and Gail enjoy their pond?
4. Where did Father tell them the mosquitoes came from?
5. What did they do to get rid of the mosquitoes?



## ANSWERING THOUGHT QUESTIONS

This exercise may be carried on in the same way as the exercise of "Answering Fact Questions," page 68, the only difference being that the children answer *thought* questions.

Unlike fact questions, thought questions are not answered directly in the test. In answering thought questions, it is not only necessary for one to understand the facts expressed in the content, but one must also be able to think back of the actual words and understand inferences which are not expressed directly.

*The Stars and the Daisies*

The stars are tiny daisies high,  
Opening and shutting in the sky;  
While daisies are the stars below,  
Twinkling and sparkling as they grow.

The star buds blossom in the night,  
And love the moon's calm, tender light;  
But daisies bloom out in the day,  
And watch the strong sun on his way.

*Thought Questions*

1. In what ways are stars and daisies alike?
2. What is meant by stars "opening and shutting"?
3. How can daisies twinkle and sparkle?
4. Why do stars love moonlight instead of sunlight?

## FILLING BLANKS WITH WORDS

The teacher may prepare a set of cards upon which she copies paragraphs from the class readers. In each of these paragraphs she leaves out certain words, of such a nature that the child's comprehension of the entire thought will be tested by the words he supplies in the blanks.

The pupils copy these exercises, filling the blanks with words which they think best supply the meaning. Then they exchange papers and check up each other's work. Scores may be totaled, if desired, to find out the winners. The cards may be redistributed and used for many lessons.

Below is given an illustration of two of these cards. The words in parenthesis are the ones which were omitted.

Autumn came and the leaves in the forest turned (yellow) and (brown). The wind caught them as they (fell) and whirled them about in the (air). The sky looked very cold and the clouds hung heavy with hail and (snow).

One day a hungry crow was out looking for something to (eat). She found a (piece) of cheese. It was as yellow as (gold). She put it in her (bill) and (flew) to the top of a tall (tree) in the garden.

## COMBINATION EXERCISE

For the upper grades the teacher may mimeograph brief selections on large sheets of paper, with a list of questions and directions under each selection. These questions and directions may consist of a combination of several types of exercises, such as naming the story, selecting certain word groups, answering thought questions, answering fact questions, etc.

*Selection*

Up and down the dusty roads of colonial Virginia he went — the itinerant cobbler with his kit of tools and store of news from “other parts.”

From town to town, from farm to farm he wandered, fascinating the children with the lively rat-a-tap-tap of his hammer, regaling the grown-ups with his gossip, fashioning footgear for the countryside.

He was an important figure of his time. The hide that furnished him with leather was held more valuable than the meat of the animal from which it came. He was the early specialist in the utilization of by-products.

*Questions*

1. Name this selection.
2. Write the name of the state in which the cobbler traveled.
3. Write two groups of words which tell where he journeyed.
4. Name three things he did for the people with whom he came in contact.
5. Why was leather considered more valuable than meat at that time?
6. Explain what is meant by the last sentence.

## REREADING TO IMPROVE TESTING RESULTS

The teacher places upon the blackboard a list of test questions about some topic discussed in a reader selection which the pupils have not yet read.

The children write answers to these questions to show how much knowledge of the subject they already possess. After the papers are collected, the pupils carefully read the selection in their reader, then close their books and take the test again.

The first papers are returned and each pupil scores both of his papers to see how much gain he made in the test taken after reading the selection.

*Illustration*

The story gave a description of silkworms and how silk is made. The test questions on this selection were as follows :

1. Where do silkworms come from ?
2. What do they feed upon ?
3. Where does the silkworm carry his silk ?
4. What does the silk look like when it is on the body of the worm ?
5. What happens to the thread when the air strikes it ?
6. What does the silkworm do with the thread ?
7. How do men get the silk off the worm ?
8. What is done with the silk after it is taken from the worm ?

## USING SELECTIONS FROM OLD READERS

One can always find a few clean and whole pages in old readers which are to be discarded. This material may be utilized to good advantage in silent reading lessons.

The teacher cuts out the consecutive pages which make a complete story. (In the lower grades it is best to use very short selections, perhaps only half a page in length.) A series of fact or thought questions is then written for the story and fastened to the pages. When several such sets of material have been prepared, each set may be placed in an individual numbered envelope, or all the sets may be numbered and stacked together.

In using the material, the pupils read the stories and write the answers to the questions. (In the first grade, of course, the responses will have to be oral.)

This material may be used for regular silent reading lessons or it may be put in a place accessible to the pupils and used by them at unoccupied moments, such as when they have finished another lesson, at bell time, etc.

Answer cards may be prepared and kept on the teacher's desk if desired, so that each pupil may check up his own work. After the material has been used for one term, a set of answer cards can be collected from the children's work.

If the pupils score the answers and use the exercises as a game, they will have a motive for making special effort.



## BOOK REVIEWS

The children are told that on a given day they will be asked to report on a book they have read during their library periods or as supplemental reading outside of school. The motive for this activity may be that of obtaining information useful to the class in selecting books which have proved interesting to some of its members.

At the stated time, the teacher places these headings on the board, and the children write a composition organized in accordance with the outline.

Title of the book or story

The author's name

Did you like it? Why?

Tell something about it.

DRAWING, CUTTING, AND CONSTRUCTION  
RESPONSES

## FILLING BLANKS WITH PICTURES

The teacher writes upon the board a short selection or a series of sentences in which certain names are omitted. For example:

The bluebird's nest was in a tall ———.

Four little bluebirds were in the ———.

The children copy the sentences, supplying the missing words by drawing pictures in the blanks. At the end of the period the teacher reads the complete exercise orally, supplying the missing words, while the pupils check their results as she goes along.

The stories that often appear in magazines and in Sunday newspapers, in which words are omitted and pictures inserted in their places, can easily be utilized for this purpose. The teacher and children may collect enough stories of this type to supply at least half the class, thus providing for several lessons, each pupil having a different story each time. The teacher copies these story-puzzles on cardboard, leaving a blank space where each picture occurs. The list of all words represented by the pictures is placed (out of order) to the right of the story as an aid to the pupil who is to solve the puzzle by drawing the appropriate picture in each blank.<sup>1</sup>

At the end of the period, papers are exchanged, and the original stories are passed out for pupils' use in checking each other's work.

In the following examples the words are listed at the head of the selection. When they are copied for the children's use, it is better to place the list at the right-hand margin.

### *First and Second Grades*

|        |        |        |       |
|--------|--------|--------|-------|
| school | cheese | road   | knife |
| ears   | woods  | cap    | moon  |
| fork   | bed    | basket |       |

A mouse likes to eat ———.

A rabbit has two long ———.

The three bears had a house in the ———.

I cut bread with a ———.

When the sun went down, the ——— came out.

<sup>1</sup> Suggested by Georgina Germain, McGraw School, Detroit, Michigan.

At night we go to ——.  
 In the morning we go to ——.  
 The boy put his — on his head.  
 The Easter rabbit put some eggs in a ——.  
 I eat pie with my ——.  
 I saw a horse running down the —.

### *Third and Fourth Grades*

#### *The Lion and the Mouse*

|         |       |       |
|---------|-------|-------|
| net     | mouse | lion  |
| eyes    | paw   | woods |
| hunters | sun   | cage  |

One day a — was sleeping in the —. A little — ran over his —. The — opened his —. When he saw the little —, he put his — upon him and said, "You naughty —! I will eat you up."

"Please do not eat me," said the —. "I will work for you."

"You are so little," said the —. "You cannot work for me."

"You will see," said the little —.

"Run away then," said the —, "and I shall see."

One day some — put a — in the —. The — ran into the —. The little — saw him.

"The — is in a —," said he. "I will go to him."

When the — saw the little —, he said, "I cannot get out of this —. The — will put me in a —."

"No, the — will not put you in a —," said the —. "I will cut the —. Then you can get away."

So the little —— cut the —— and the big —— ran away. The —— never saw him again.

*Intermediate and Upper Grades*

*Mr. Dog and Mr. Bear*

|             |            |         |        |
|-------------|------------|---------|--------|
| sky         | porch      | cap     | Bear   |
| sweater     | ear        | clothes | clouds |
| village     | tassel     | flakes  |        |
| thermometer | newspapers |         |        |

Mr. Dog had been obliged to go to the —— and buy himself a —— . It was bright crimson and very becoming, and Mr. Dog, who loved fine —— , had purchased also a scarlet and white skating —— with a —— that hung down over one —— in a most engaging manner. So both Mr. Dog and Mr. —— could hardly wait for cold weather to set in, and they spent a great deal of time running out to the —— and looking at the outdoor —— . When they were not doing that, they were reading the weather reports in the —— with attention, or scanning the —— . At last their earnest watch was rewarded by the sight of large feathery —— of snow lazily floating downward from a cold gray —— .

MATCHING NAMES OF OBJECTS WITH THEIR COLORS<sup>1</sup>

The teacher selects names of objects from the reading lesson and writes them in lists on the blackboard. The pupils copy the lists and opposite each word they draw an oblong and color it according to the object represented. For instance, if the word is "banana," they make a yellow oblong opposite it; if the word is "frog," they make a green oblong, and so on. The results may be checked and scored for the purpose of ascertaining the winners.

*Lower Grades*

|         |        |         |        |
|---------|--------|---------|--------|
| pumpkin | orange | leaves  | green  |
| grass   | green  | sky     | blue   |
| gold    | yellow | orange  | orange |
| star    | yellow | cricket | black  |
| lettuce | green  | mouse   | brown  |

In more advanced grades objects which may be any one of three or four different colors are listed, and pupils draw oblongs of several colors opposite each word.

<sup>1</sup> Suggested by Gladys Birkenstock, A. L. Holmes School, Detroit, Michigan.

*Intermediate Grades*

roses

yellow

white

red

apples

green

yellow

red

horses

black

white

brown

tan

eyes

blue

brown

gray

black

bricks

red

yellow

cream

radishes

white

red



MAKING A PICTURE CHECKERBOARD <sup>1</sup>

The teacher writes upon the board a list of sixteen names that have occurred in recent lessons. The words should be numbered in order, for instance: 1. automobile; 2. kite; 3. table; 4. ball; 5. window; 6. pumpkin; etc.

The children fold a sheet of drawing paper into sixteen squares and number the rows of squares in order from left to right across the sheet. Then they draw the picture of the word numbered 1 in the square numbered 1, and so on, until all of the squares are filled with pictures.

At the end of the period papers are exchanged and scored, and the team having the largest number of correct checkerboards is acclaimed the winner.

Further use may be made of these checkerboards. The children may print or write the appropriate names under the pictures and cut them apart. These pictures and words may then be used in playing a variety of matching and racing games which will suggest themselves to the teacher.

Additional words for use in preparing checkerboards are listed below :

|        |        |       |         |        |
|--------|--------|-------|---------|--------|
| rabbit | chair  | bear  | cow     | heart  |
| hen    | nest   | egg   | box     | bed    |
| door   | apple  | dress | hill    | shoe   |
| tree   | house  | bread | sun     | basket |
| cat    | window | table | leaves  | hat    |
| bird   | book   | train | flowers | top    |

<sup>1</sup> Suggested by Marie Brisse, Angell School, Detroit, Michigan.

## ILLUSTRATING COMPOSITIONS

Illustrating one another's original compositions is an activity which always proves interesting to children. It is an exercise with double value, in that it furnishes a motive for clear writing as well as for careful reading.

After writing original experiences or riddles in the language period, the children exchange papers. Each one reads the story he receives and draws a picture representing each idea in the composition which can be illustrated. The papers are then returned to their authors, and each author checks up on the comprehension of the one who read and illustrated his story, giving him a score of one point for each idea correctly represented.

For example, one boy wrote this story: "My father gave me a pumpkin. I cut eyes, nose, and mouth in it. Then I put it in the window."

The child who illustrated the story drew a pumpkin in a window. He had eyes, nose, and mouth marked upon it. The child who wrote the story gave him a score of 5 because he had represented the five ideas which could be pictured, viz., pumpkin, window, eyes, nose, and mouth.

## DRAWING CHARACTERS OR SCENES IN A STORY

Children enjoy any activity in which use is made of colored crayons. Many attractive silent reading lessons can be developed in which the responses are made by drawing something.

In the lower grades the teacher may put directions on the board for drawing objects mentioned or characters taking part in a story, as :

*Chicken Little*

Draw Chicken Little.  
Color Chicken Little yellow.  
Draw Henny Penny.  
Color Henny Penny brown.  
Draw Goosey Loosey.  
Color Goosey Loosey gray.  
Draw Ducky Lucky.  
Do not color Ducky Lucky.

A little later pupils may draw *scenes* from blackboard directions. Below is given a sample set of such directions.

*The Three Bears**Scene 1*

Draw the bears' kitchen.  
Draw the Great Huge Bear's bowl.  
Draw the Middle-sized Bear's bowl.  
Draw the Wee Little Bear's bowl.  
Draw Goldilocks eating porridge out of the Wee Little Bear's bowl.

*Scene 2*

Draw the bears' dining room.

Draw the Great Huge Bear's chair.

Draw the Middle-sized Bear's chair.

Draw the Wee Little Bear's chair.

Draw Goldilocks sitting in the Wee Little Bear's chair.

*Scene 3*

Draw the bears' bedroom.

Draw the Great Huge Bear's bed.

Draw the Middle-sized Bear's bed.

Draw the Wee Little Bear's bed.

Draw Goldilocks in the Wee Little Bear's bed.

Draw the three bears coming into the bedroom.

The children will, in time, become able to organize their stories into acts and draw the scenes *without directions*. A series of such scenes is an excellent means of checking comprehension.

In the third and fourth grades it is usually necessary for the teacher to assist pupils in dividing the story into the parts which are to be represented by scenes. Fables lend themselves especially well to such treatment in these grades.

In the upper grades pupils may do their own organizing, thus experiencing another type of silent reading exercise. Such stories as those listed below are excellent for this purpose.

The Sleeping Beauty

The Pied Piper of Hamelin

Bruce and the Spider

King of the Golden River

Piccola

Paul Revere's Ride

Peter Pan

Hans Brinker

MAKING SILENT READERS<sup>1</sup>

Two classes may make Silent Readers for each other. In this activity each child prepares a booklet containing pictures in which some part is lacking, together with directions for completing these pictures.

For instance, at the top of one page in his Silent Reader a child pasted an attractively colored butterfly which he had cut from a magazine. At the bottom appeared these directions, which he had composed: "This butterfly is in a flower garden. He is sipping honey from a big red flower. Draw the flower for him to sit upon."

On another page appeared a picture of a little girl with upraised hand and with a bowl before her. The directions underneath the picture read: "This little girl is hungry. There is porridge in her bowl. Draw a spoon in her hand so she can eat it."

Each child is responsible for one booklet. He collects all his own pictures, writes his own compositions, and designs and makes his book cover.

When the books are done, the two classes (or pupils within the same class) exchange books, and each pupil carries out the directions for completing the pictures in the book which he receives.

The completed book may be handed back to its author for correction, or it may be corrected by any other member of the class. After the corrections are made, however, the one who did the drawing should be permitted to keep the book he has completed.

<sup>1</sup> Suggested by Viola Robbins, McGraw School, Detroit, Michigan.

## DRAWING A PICTURE TO TAKE HOME

The children draw, from blackboard directions, a picture to take home which involves the words used in the lesson on which the class is working, as :

Draw an automobile.

Color the automobile red.

Cut out the automobile.

Draw a boy.

Color the boy the way you choose.

Cut out the boy.

Paste the boy in the automobile.

Used as seat work, this exercise is especially helpful in giving slow children more experience with the new words in the lesson.

## MAKING PICTURES OF BLACKBOARD WORD GROUPS

The teacher prints on the board several phrases containing words previously studied, such as :

a kite in a tree

a bird in a nest

The children draw a picture to illustrate each phrase. The row having the most correctly done in a given time wins the game.

*First and Second Grades*

a basket of eggs

two pigs in a pen

a crow flying over a tree

a dog eating a bone

a boy feeding the birds

a baby drinking some milk



|                   |                          |
|-------------------|--------------------------|
| a lion in a cage  | a girl picking flowers   |
| a bottle of milk  | a woman making a bed     |
| a star in the sky | a horse running away     |
| a flag on a pole  | the sun shining on grass |
| a house on a hill | a frog sitting on a leaf |

*Third and Fourth Grades*

a Christmas tree covered with presents  
a pumpkin in a cornfield  
some little animals in a forest  
a child playing on a sandy beach  
a watch in a jeweler's window  
an elephant in a circus tent  
some soldiers marching in camp  
a garden with a stone wall around it  
some Indian children in a wigwam  
a brook running under a bridge  
a camel in a desert  
three doughnuts on a plate  
a humming bird resting on a sunflower  
an old man carrying a bundle of sticks  
a girl breaking a branch of blossoms from a tree  
a boy contentedly munching a chocolate bar  
a wolf peeping through a keyhole  
a large vessel crossing the ocean  
a palace surrounded with a hedge of roses  
a multitude of flowers on a hillside

## DOING CONSTRUCTION WORK FROM WRITTEN DIRECTIONS

In art classes it is often necessary to give directions for doing construction work. Instead of dictating such directions, the teacher may as well provide for a silent reading lesson by writing the directions on the board. The pupils study the directions and then construct the object as the result of their silent reading.

Below is given an illustrative set of such directions.

*How to Make a Valentine*

1. Fold a  $9 \times 12$  sheet of paper into 1-inch squares.
2. Unfold the paper and then fold one half over the other to make a booklet.
3. Draw a red heart in every other 1-inch square on the cover.
4. Draw a large red heart on the leaf under the cover.
5. Cut away a large circle or square in the cover, so the heart on the under leaf will show.

## MODELING WITH CLAY OR PLASTICINE

Clay or plasticine may be used in a silent reading lesson. After passing out the materials, the teacher assigns a certain story (or part of a story) to be read silently, telling the children that they may make as many different things as they find in the story.

Another way of using these materials is to give pupils directions for making the various characters and properties of a story, as :

Make a tree.

Make a mother bird in the tree.

Make a nest in the tree.

Make a baby bird in the nest.  
Make a mother cat under the tree.  
Make a baby cat under the tree.  
Make a girl running to the tree.

#### DRAWING AND MATCHING PICTURES AND WORD GROUPS

Provide each pupil with an envelope containing word groups printed on little cards in type about the same size as that in the primer. The children illustrate each word group with crayons and place the proper card under each picture. The teacher should check the work carefully at the close of the period, helping the child to see his mistakes. When a pupil scores 100, he should be given another envelope.

The envelopes should be numbered, and should contain different word groups.

Examples of word groups are :

##### *Set 1*

|                |                  |
|----------------|------------------|
| a big doll     | an old man       |
| a little doll  | a baby bird      |
| a tall tree    | a mother bird    |
| a blue egg     | a long train     |
| a girl's hat   | a red automobile |
| a box of candy | a bottle of milk |
| a brown nest   | some green grass |
| a black dog    | a boy's coat     |

##### *Set 2*

|                     |               |
|---------------------|---------------|
| a squirrel sleeping | a man running |
| a kitten playing    | a baby crying |

|                 |                       |
|-----------------|-----------------------|
| a bird flying   | a bell ringing        |
| a girl drinking | a woman walking       |
| a boy eating    | a father reading      |
| the sun shining | a mother writing      |
| a fire burning  | some children jumping |

### MAKING WORD-PICTURE BOOKS

Pupils may make booklets by folding together  $9 \times 12$  sheets of drawing paper and tying them with ribbon or string.

The teacher prints upon the board a list of nouns which have occurred in recent lessons, such as tree, baby, house. The pupils then find word cards which correspond to the words in the teacher's list, and paste the cards in their books, leaving a goodly space above each. (If the teacher does not provide word cards, the children may print or write the words in their books.) The next step is to search through catalogues and magazines, finding pictures which represent these words. The pictures are cut out and pasted in the books above the appropriate words.

If the words are arranged alphabetically, this is an especially instructive activity.

### MAKING A PICTURE FROM WORD-PICTURE DIRECTIONS

At the beginning of a child's first term of reading instruction, he does not recognize enough words to be able to follow a set of printed directions. He can, however, follow a set of directions composed of a few known words combined with pictures which the teacher has cut from old catalogues or magazines.

Below is given an example of such a set of directions.

Draw a



wagon

Color the



brown.

wagon

Cut out a



dress

Color the



blue.

dress

## PUZZLE DRAWINGS

Because of their instinctive interest in puzzles, children enjoy carrying out puzzling directions to draw something, just for the sake of solving the puzzle. Below are given examples of such puzzle drawings, which may be written on the board or on cards.

*Lower Grades*

1. Draw a hill.

Put a brown house on the top of the hill.

Draw a tall green tree beside the house.

Make a brown nest in the tree.

Put four blue eggs in the nest.

2. Draw a blue lake.

Put a boat on the lake.

Draw a man in the boat.

Draw a fish pole in his hand.

Show the fish hook under the water.

Draw a fish on the hook.

3. Draw a house.

Put a door in the house.

Put a knob on the right-hand side of the door.

Put a window on each side of the door.

Make four panes of glass in each window.

Draw one window upstairs.

Put two panes of glass in it.

Draw a chimney on the right-hand side of the roof.

4. Draw a circle on the board and put the figure 7 inside it.

5. Draw a square on the board and write the last three letters of the alphabet in it.



6. Draw a circle on the board. Draw a square on each side of it.

*Intermediate and Upper Grades*

1. Draw four straight lines on the board. Draw four other lines which cross these. Write a letter in each of the little squares.

2. Make a large circle on the blackboard and divide it into four equal parts. Draw a square in one part, an oblong in another part, a straight line in another part, and write your name in the fourth part.

3. Draw a two-inch square. Divide the two-inch square into 4 one-inch squares. Divide each of the one-inch squares into 4 smaller squares. Then count all the little squares in the two-inch square and write the number underneath the big square.

4. To make an automobile license plate, draw an oblong 4 inches long and  $1\frac{1}{2}$  inches wide. Put the number 631-582 in the oblong, leaving a space of one inch to the right. In this space print the abbreviation of the name of your state. Use capital letters and have them extend up and down, rather than crosswise. Leave a little space under the abbreviation, and in this space put the year in which the license was issued.

## FREE-HAND CUTTING FROM DIRECTIONS

Children enjoy cutting out the characters and properties for a story, then coloring them and pasting them on a large sheet of paper in an arrangement that represents one or more scenes in a story.

Here is an illustrative set of directions.

*The Three Billy Goats Gruff*

1. Cut out Great Billy Goat.
2. Color him black.
3. Cut out Big Billy Goat.
4. Color him black and white.
5. Cut out Little Billy Goat.
6. Color him white.
7. Cut out the Troll.
8. Color him brown.
9. Cut out a hill.
10. Color it green.
11. Cut out a bridge.
12. Color it brown.
13. Get a big sheet of paper.
14. Paste the hill on it.
15. Paste the bridge on it.
16. Paste the Little Billy Goat on the hill.
17. Paste the Big Billy Goat on the hill.
18. Paste the Troll under the bridge.
19. Paste the Great Billy Goat on the bridge.

The same scheme may be used in more advanced grades by letting the children build up scenes without directions, getting their ideas entirely from the story.

### MAKING INDIVIDUAL GRAPHS OF PROGRESS IN COMPREHENSION

Keeping an individual record of one's achievements is an excellent incentive for growth. Such a record may be obtained by taking informal comprehension tests at regular intervals of time, say every two weeks, and graphing the results.

In giving the tests, the teacher selects some portion of a story in a reader and explains to the children why they are to read it. She should take care to have the selections for all the tests of as nearly the same degree of difficulty as is possible. At a given signal the pupils open their books and read silently for a specified time, at the end of which they are given a signal to stop. They close their books, number their papers from one to ten, and write "yes" or "no" in response to the questions which the teacher asks on the content of their reading. After the questions are answered, the papers are exchanged and corrected to ascertain the total score of each individual. One point is given for each correct answer. Thus, if a pupil answered seven questions correctly, his total score would be 7.

The children may draw their graphs on the stiff backs of pads or tablets. They may be patterned after the illustration on the opposite page.

In filling in the graph after one of the tests, the pupil first writes the date in its appropriate place. Then he follows up the line of squares until he comes to the one opposite the number which represents his score for the test. He colors this square with crayons.

| Score | COMPREHENSION: Mary Brown: Grade A3 |        |        |        |       |        |        |        |       |        |        |        |
|-------|-------------------------------------|--------|--------|--------|-------|--------|--------|--------|-------|--------|--------|--------|
| 10    |                                     |        |        |        |       |        |        |        |       |        |        |        |
| 9     |                                     |        |        |        |       |        |        |        |       |        |        |        |
| 8     |                                     |        |        |        |       |        |        |        |       |        |        |        |
| 7     |                                     |        |        |        |       |        |        |        |       |        |        |        |
| 6     |                                     |        |        |        |       |        |        |        |       |        |        |        |
| 5     |                                     |        |        |        |       |        |        |        |       |        |        |        |
| 4     |                                     |        |        |        |       |        |        |        |       |        |        |        |
| 3     |                                     |        |        |        |       |        |        |        |       |        |        |        |
| 2     |                                     |        |        |        |       |        |        |        |       |        |        |        |
| 1     |                                     |        |        |        |       |        |        |        |       |        |        |        |
| 0     |                                     |        |        |        |       |        |        |        |       |        |        |        |
| Date  | Jan 10                              | Jan 17 | Jan 24 | Jan 31 | Feb 7 | Feb 14 | Feb 21 | Feb 28 | Mar 7 | Mar 14 | Mar 21 | Mar 28 |

For instance, the girl who made this record (shown on the accompanying graph) earned a total score of 10 in the test which she took on Jan. 10; so she colored the square opposite the 10. In the test given Feb. 7 she earned a total score of 7; so she filled in the square opposite the 7.

You will note that in five of the first eight tests, she failed to make a perfect score, whereas in the last four tests she earned a perfect score in each case. This is typical of the results obtained through the graphing of test results.

### MAKING INDIVIDUAL GRAPHS OF PROGRESS IN SPEED

A record of growth in speed may be kept on the back of the same piece of cardboard which the pupil is using for his record in comprehension (described on page 94).

In testing for speed, the teacher attempts to choose selections of equal difficulty for each successive test. In taking a speed test, the pupil finds the designated place, puts his finger in his reader at this place, and then closes the book. At a given signal each one opens his book and reads for one minute silently, when the teacher gives the signal to stop by saying "Mark." He then places a dot after the last word read and counts the total number of words covered during the entire minute.

Some think a more accurate record can be obtained by letting the pupils read for three minutes and dividing the total number of words read by 3, to obtain the average words per minute. If this is done, pupils will probably cover enough ground so that the comprehension questions may be asked upon this same selection.

On the opposite page is given a pattern for the graph of speed results.

In using this graph, the child writes the date in its appropriate place. He then follows the spaces above it till he comes to the line most nearly representing his score. He puts a dot there and draws a line connecting this dot with the last one he made. In case the score hovers about halfway between two numbers, the dot





### KEEPING AN ACCUMULATIVE CLASS RECORD OF PROGRESS IN COMPREHENSION

Beating one's own record by increasing the ability to comprehend is a fascinating activity, especially when one sees how well he is succeeding as compared with his fellow readers. A simple class graph serves this purpose.

Comprehensive scores may be obtained through the giving of informal tests in the manner described under "Making Individual Graphs of Progress in Comprehension," page 94.

In preparing the graph, the teacher draws upon the board as many horizontal lines as there are pupils in the class. Each pupil's name is written on the left end of one of these lines. The remainder of the space is divided into as many equal sections as there are tests to be given. Each of these spaces is then divided into ten equal parts.

After a test each pupil colors the number of these small sections which represents his score. For instance, if he answered seven questions of the test correctly, he colors seven of the small sections opposite his name.

Below is given an illustration of such a graph.



This figure was used in graphing the results of three informal tests in comprehension; consequently there are three large sections opposite the pupils' names. The teacher has given them two tests so far, and has asked ten questions in each test. John has made a perfect score each time; so he has 20 of the smaller sections colored to his credit. Helen earned 7 in the first test and 8 in the second one; hence she has a total of 15 sections colored. Mary has earned scores of 4 and 5; so her total of colored sections amounts to only 9.

#### KEEPING AN ACCUMULATIVE CLASS RECORD OF PROGRESS IN SPEED

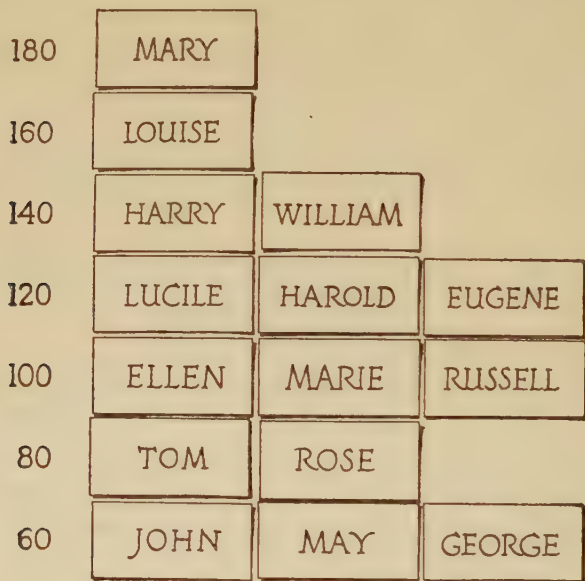
A blackboard graph of class scores is an excellent device for promoting better results, in that it enables each pupil to see his progress in relation to the other members of the class.

The results to use in making a class graph may be obtained by giving informal tests in the way described under "Making Individual Graphs of Progress in Speed," page 96.

In preparing the graph, the teacher writes on the board a vertical column of figures, covering the distribution of class scores in steps of twenty. Each pupil cuts a square from a piece of light cardboard and writes his name on it. After obtaining the results of any one test, he puts a bit of paste on the back of his square and pastes it on the board opposite the number which most nearly represents his score. After each successive test the square can be easily removed and placed in a position which represents his new

standing. Children take great interest in watching their square rise to higher and higher levels.

Below is given an illustration of this type of class graph.



## CHAPTER FIVE

### EXERCISES IN SELECTION

#### ACTION RESPONSES

##### MATCHING RIDDLES AND PICTURES

GUESSING is an activity which always holds a fascination for children. One way of utilizing this instinctive interest for silent reading is in matching riddles and pictures. Each pupil cuts from an old magazine four or five pictures which interest him, and places them in a manila envelope provided by the teacher. After collecting the envelopes, the teacher writes or prints a simple riddle about one of the pictures in each envelope. For instance, in one envelope she might find a picture of a doll, a horse, an automobile, and a pumpkin. Perhaps she will choose the pumpkin as the subject of the riddle and prepare a composition of this type:

I grow in a garden.

I am round and yellow.

People make pies of me.

Sometimes children cut nose, eyes, and mouth in me,  
and put me in a window.

After making the riddle, she places it in the envelope with all four pictures. When a riddle has been placed in every envelope, she numbers the envelopes on the outside with conspicuous figures written in crayon.

Each child is given an envelope, and it is his puzzle to select from his several pictures the one which answers the riddle. He then places the two together on his desk.

By keeping a record of the numbers on the envelopes he has used, the pupil will have a guide which will enable him to select a different envelope each time.

The exercise may be further complicated by furnishing riddles for each picture in the envelope, thus giving the child an opportunity to match four or five riddles and pictures in one period.

In some instances two teachers may work together in producing this material, letting the children of a more advanced grade write the riddles for the pictures collected by children in a lower grade. The activity of writing these riddles affords a splendid language exercise for the older children, in that it furnishes a real motive for clear expression and good writing.

Another way of utilizing this type of material is to write riddles on the board and let children draw their answers.

### *Lower Grades*

1. I have two long ears.  
I can hop.  
I like to eat carrots. (Answer — rabbit)
2. I am made of paper.  
There is a long string on me.  
I fly away up in the sky. (Answer — kite)
3. I am round and yellow.  
Children eat me in the morning.  
I grow on trees. (Answer — orange)
4. I am made of wood.  
I have four legs.  
People sit on me. (Answer — chair)

5. I have a face.

I have two hands.

People tell time by me. (Answer — clock)

6. I am made of wood.

There is something long and black inside of me.

Children write with me. (Answer — pencil)

*Intermediate and Upper Grades*

Material from the geography text lends itself well to this treatment. Instead of drawing, the pupils write the answers on their papers, numbering each answer to correspond with its riddle.

This exercise may be used in connection with a new lesson in which pupils use their text to find out the answers to the riddles, or it may serve as a test or as a device for review work.

1. This is one of the New England states. It has a mountainous surface and contains many popular summer resorts. There are large tracts of land in the northern part of the state which are still covered with timber. The most noted marble quarries in the United States are located in one of its cities. (Answer — Vermont)

2. This is one of the great prairie states. Its farmers raise large quantities of wheat and corn. It is second in the United States in coal production. The largest inland city is in this state. (Answer — Illinois)

3. This is a state noted for its even climate and beautiful scenery. The discovery of gold in this state contributed greatly to the early settlement of the West. Abundant crops of oranges, lemons, olives, and figs are grown in its orchards. (Answer — California)



**MARKING GAME**

The teacher writes a selection on the board. She then asks different pupils to mark parts that tell certain things that she calls for. For example, if the selection were an excerpt from "The Three Billy Goats," she might give as one direction, "Mark the part that tells where the Billy Goats wanted to go." For another direction she might say, "Mark the part that shows why they wanted to go there." As a pupil is called upon, he goes to the board and underlines the part of the selection called for.

If the pupils can write, there will be more class participation if each one copies the selection on paper, and the class as a whole carries out each direction at the seats. They will enjoy the activity especially well if they are permitted to use colored crayons in marking the sections.

In either case the results can easily be scored by counting the words not correctly underlined. The exercise may be played as a game by pitting the boys against the girls, the light-haired children against those with dark hair, or by dividing the group into two competing divisions in some other way. Let the children strive to see on which side the most pupils will have perfect papers.

## WORD HUNT

The teacher writes or prints on the board a list of words occurring in the reading lesson. The children search through a magazine or newspaper for these words, drawing circles of a certain color around words of the same kind. For instance, they may draw a red circle around every "the," a blue circle around every "in," etc.

The game is to see who has drawn the most circles by the end of the period.

If only one word is used, the game may be varied by letting the children put a pin-prick through each one they find.

Still another way of playing this game is to let the children cut out the sought-for word every time they find it, in an attempt to see who will have the most cut-outs at the end of the period.

## COLOR GAME

The children are given slips of paper of different colors, each child receiving the same number of slips. As the teacher writes the name of a color on the board, all children having a slip of that color run to the chalk ledge and place the slip under the word on the board. If any child who has a slip of the specified color fails to run up to the ledge with it, he must retain his slip, and is also given another slip. The object of the game is to see who can first get rid of all his slips.

If the teacher has no colored paper, the pupils may color their own slips with crayons during a seat work period.

**MATCHING PICTURES AND STORIES**

Matching stories with their appropriate pictures is a type of silent reading lesson which can be used to advantage in all grades.

In the first grade a Mother Goose rhyme or a short story may be given to each child and the appropriate picture for each selection placed upon the chalk ledge. For instance, if a child has the rhyme about Little Boy Blue, a picture of Little Boy Blue should be placed upon the chalk ledge. Each pupil reads his story carefully and silently, then selects from the collection of pictures the one corresponding to his selection. He shows the picture to the class while he reads the story to them so that they may decide whether or not he has selected the right picture.

These stories and pictures may be clipped from discarded readers, or the pictures may be collected from magazines or other sources and the stories prepared by the teacher.

In the more advanced grades the children may carry out the same idea, using material which they themselves prepare. They may clip stories and their corresponding pictures from magazines, mounting the pictures in groups on pieces of cardboard which may be placed on the chalk ledge.

The one set of material may be used on several different occasions if each child is given a new story each time.

## MAKING A PICTURE BOOK

The teacher writes or prints on the board the names of several objects. The children bring old magazines from home and search in them for pictures representing the words on the board. Upon finding an appropriate picture, they paste it on a sheet of paper and print or write its name underneath. When this has been done for the entire list of words, the sheets may be tied together to make little books.

The pictures for any one booklet should be organized about some central topic, appropriate to the grade in which it is made and the subjects studied. For instance, if a first grade were studying the family unit, these words might be put on the board: mother, father, boy, girl, baby. If a fourth grade were studying physical features in geography, the words put on the board might be hill, valley, river, plain, island, lake.

## MAKING A BOOK OF CURRENT EVENTS

The children may make a Current Events Book for another room to read by collecting clippings of interest, pasting them on sheets of paper, and binding them into a booklet.

Since many articles on current events are too lengthy to be put into this booklet, it will be necessary for pupils to select the important paragraphs only. This will give them an excellent type of silent reading experience.

This activity is especially interesting if the class is divided into groups, each of which collects clippings along a certain line. For instance, one committee searches for clippings on foreign affairs, another on sports, etc.

## SELECTING DESCRIPTIVE SLIPS

The teacher writes upon cards such adjectives as

|        |              |        |
|--------|--------------|--------|
| round  | tall         | gold   |
| white  | wooden       | pretty |
| long   | glass        | black  |
| sweet  | square       | yellow |
| sour   | hard         | blue   |
| smooth | brown        | bright |
| soft   | heart-shaped | orange |

The class is divided into two sections. The teacher places the slips on the chalk ledge, and writes upon the board the name of something that can be described by some of the adjectives. She then asks a pupil to select all the slips descriptive of the specified noun and hold them up so that the class may check the result. For instance, if the teacher wrote the word "blackboard," the pupil called upon would select the adjectives "smooth," "hard," and "black" as the words which best describe it. After the class criticizes or approves of the words, the cards are again placed on the chalk ledge.

If the chosen pupil makes the correct response, a score of one is given to his side and the teacher calls on a pupil on the other side to select adjectives for a noun. In case a pupil fails to select the right adjectives, someone from the opposing side is given a turn at finding the descriptive words for the same noun.

Suggestive nouns to be used in this exercise are :

|        |         |            |
|--------|---------|------------|
| orange | picture | lilac leaf |
| plate  | hill    | bricks     |

|          |           |                |
|----------|-----------|----------------|
| violet   | ring      | electric light |
| globe    | book      | ceiling        |
| cupboard | candy box | waste basket   |

For seat work the teacher might write four or five nouns on the board and ask the pupils to copy them on their papers as headings, and list the appropriate adjectives under each noun. If desired, the completed papers may be exchanged and results scored to ascertain the winning side.

### WRITTEN RESPONSES

#### MATCHING HEADINGS AND PARAGRAPHS

The teacher prepares large mimeographed sheets upon which are written a series of numbered paragraphs, together with disarranged lists of appropriate names for them. The children read through the first paragraph, select the appropriate title, and write on a separate piece of paper the number of the paragraph and opposite it the corresponding title. This is repeated for the second paragraph, and so on.

Clippings from guide books, magazines, old geographies, and so on, may be used for this purpose. For example :

#### *Titles*

A Scene from the Rocky Mountains

An Invigorating Climate

An Automobile Trip through Yellowstone Park

A Fertile Valley



*Selections*

1. With days that are comfortable and sunshiny, but never hot and oppressive, inviting opportunity for every kind of recreation; with nights that are always cool, conducive to sound sleep, nothing is wanting to make a week, a month, or a season here everything that an outing should be. Those who spend any considerable time in this region and engage in fishing, hiking, or horseback riding, motoring or boating, will receive big dividends in both pleasure and health.

2. All around are gigantic mountain masses piled upon each other in inextricable confusion, cut through here and there by sheer precipices of dizzy height. To the west we see majestic ranges of snow-capped mountains — the Continental Divide; to the east the far-flung brown expanse of fruitful plain with its tiny urban checkerboards; to the south the isolated summits of the Spanish peaks; and to the north Longs Peak rising in grim grandeur among his fellows, while beneath one's feet is a wild confusion of huge, bare boulders.

3. Beautiful waterfalls are frequently encountered on both sides of the Pass. As we enter, birds, fish, flowers, beaver dams, elk, and deer are seen in larger numbers and with greater frequency. The downward road is almost tortuous in its windings and an ever-changing aspect greets the eye. One moment there is a splendid panorama of a mountain lake; then, as the road momentarily turns back, there appears, perhaps, a towering, forest-clad mountain with its snowy peak and an intervening canyon.

4. There is a broad expanse of yellow sand. It is sixteen miles across a level stretch of country, which suggests some cozy valley in the Far East — comfortable farmhouses, fields of waving grain, shady groves, and running streams of water.

### RELATIONSHIP GAME

The teacher writes on the board or on cards several numbered lists of words. Each list consists of two words bearing a certain relationship to each other (as milk, bottle), followed by a series of words in parenthesis, among which are two other words having the same relationship as the first two.

The children copy all the words and underline the two in the parenthesis which bear the same relationship to each other as the first two words in the line.

The usual scoring process may be used if desired.

### *Lower and Intermediate Grades*

1. Carpenter, house (farmer, grocer, dressmaker, butcher, dress).
2. Automobile, wheels (trunk, bicycle, wagon, handlebars, tractor).
3. Milk, bottle (candy, butter, plate, sugar, box).
4. Wind, blows (frost, snow, heat, falls, cold).
5. Dogs, bark (hens, pigs, kittens, horses, cows, meow).
6. Coal, ground (sponges, gold, nails, diamonds, granite, sea).
7. Robin, worm (sparrow, dove, horse, cat, hay, squirrel).

8. Tree, cherries (melons, apples, figs, wines, oranges, bush).

*Upper Grades*

1. Fulton, steamboat (engine, Lincoln, Whitney, telephone, cotton-gin).

2. Thermometer, temperature (electric light, motor, speedometer, barometer, miles).

3. Airplane, flight (submarine, automobile, sail, balloon, trip).

4. Cat, prowls (dog, snail, snake, frog, glides).

5. Longfellow, Hiawatha (Dickens, Raleigh, Irving, Daffodils, Rip Van Winkle).

6. United States, Michigan (Maine, Alberta, Scotland, Canada, Brazil, China).

7. Orchestra, conductor (pianist, football team, song, tune, coach).

STUDY PUZZLE

The teacher writes on the board a series of questions or incomplete statements pertaining to a new lesson, and after each one she writes two or three possible answers, such as :

1. The Little Red Hen found a grain of

corn  
barley  
wheat

2. She made it into

cake  
pie  
bread

The children read the story to find out which of the several words is the right one.

In the lower grades, where the children cannot write well, the result of their study can be tested by means of a contest in which the pupils of opposing sides are called upon to give an oral response.

In the more advanced grades pupils may write the complete sentence, as :

The Little Red Hen found a grain of wheat.

Later the papers may be exchanged, checked, and scored, if desired.

#### PAIRING SENTENCES THAT HAVE THE SAME MEANING

The teacher prepares mimeographed sheets upon which are a series of numbered sentences. These sentences are to be paired off in groups of two having the same meaning. One of each pair may be selected from the class textbooks and its equivalent may be composed by the teacher. For instance, in Set 1 given below, the sentence, "She could scarcely believe her eyes," means the same as the sentence, "She found it hard to believe that it was true."

The children read through the sentences and copy them in groups of two, putting together those having the same meaning.

#### *Intermediate Grades*

##### *Set 1*

1. The lady needed a rest.
2. The bird had a pretty nest.
3. The girl was greatly frightened.

4. The little dog marched along at his heels.
5. She could scarcely believe her eyes.
6. The girl had a real scare.
7. The woman was very tired.
8. She found it hard to believe that it was true.
9. The bird had a beautiful home.
10. The little dog followed close behind him.

*Set 2*

1. He searched everywhere for it.
2. Suddenly it disappeared.
3. He wanted something to eat.
4. He looked carefully in every place where he thought it might be.
5. He had a queer way of talking.
6. She sobbed as if her heart would break.
7. He was a beautiful child.
8. He was very hungry.
9. He spoke in a strange way.
10. All at once it went out of sight.
11. She cried very hard.
12. He was a handsome little boy.

*Upper Grades*

*Set 1*

1. It petrifies me to look back on the chances I took.
2. A rolling stone gathers no moss.
3. He was obliged to grin in spite of himself.
4. I become scared when I look back on the risky adventures of my past.
5. He laughed at himself and his own mistakes.

6. A person who is always changing positions, never saves much money.

7. Through opened windows come inviting breezes to beckon.

8. To win in the battle for financial independence, the average man must have a sound investing policy.

9. He was amused, but he did not wish to show it.

10. The great outdoors seemed to call her.

11. He could enjoy a joke on himself.

12. A man must invest his money wisely if he would become wealthy.

*Set 2*

1. He had just returned after completing a long journey.

2. He secured a loan on his real estate.

3. Our odd expressions are a source of sore perplexity to one who attempts to acquire our language.

4. He just came home after taking an extended trip.

5. It was astonishing how fast he would go without apparent effort.

6. He borrowed some money, using his farm for security.

7. These events were daily happenings and afforded us unfailing entertainment.

8. Some of our English phrases greatly puzzle those who try to learn our language.

9. It was surprising how much ground he would cover without exerting himself.

10. She wept bitterly because she was so weary of trying to make ends meet.



11. The selection was so difficult that he received only a blurred impression from reading it.

12. I rummaged the room so effectually that there was nothing left unturned.

13. She cried unrestrainedly because she was so tired of trying to pay all her bills.

14. These happenings occurred every day and we were always amused by them.

15. He said that his rebellious offspring must be flogged into obedience.

16. The story was so hard to understand that the reading of it left him with confused ideas of its content.

17. I searched through everything so carefully that there was nothing I had not touched.

18. He said that the children who refused to obey him would be whipped until they did as he said.

#### PUZZLE OF UNDERLINING WORDS

Simple stories are pasted upon pieces of cardboard (or written on the blackboard). Under each selection appears a set of fact questions, covering the main points of the story, together with four or five possible answers for each question.

Each pupil silently reads the exercise assigned to him, copies the questions and answers, and underlines the particular word which he thinks is the best answer to the question.

#### *Lower Grades*

##### *Story 1*

Jane had a little basket.

She took it and went out in the woods to gather nuts.

Just as she had filled it, an old man came her way.  
He could not gather nuts because he was lame.  
So Jane gave him all the nuts she had.

### *Questions*

1. What did Jane have?  
pail      bag      basket      dish
2. Where did Jane go with her basket?  
yard      town      woods      school      fields
3. What was she going to put into her basket?  
apples      potatoes      candy      nuts
4. Who came her way when the basket was filled?  
woman      man      girl      dog      boy
5. Why couldn't the old man gather nuts?  
blind      sick      lame      tired
6. How many of the nuts did Jane give him?  
not any      some      all      a few      six

### *Story 2*

One morning a fox was walking in the woods. He saw some big blue grapes in the top of a tree.

"There are some sweet grapes," said he. "I like grapes. I will go and get them."

So he ran to the tree and jumped up for the grapes. He could not get them. He jumped again, but could not get them. He jumped again and again and again. But he could not get up to the grapes.

Then he said, "They are sour grapes. I do not want them." And down the road he ran.

*Questions*

1. The fox was walking in  
a field      a park      the road      the woods
2. He saw some  
apples      cherries      grapes      pears
3. He thought the grapes were  
sour      pretty      ripe      sweet
4. In order to get the grapes he  
climbed      reached      jumped      hopped
5. The fox ran down the  
lane      alley      path      road

*Intermediate Grades*

In the intermediate grades statements based on any of the class textbooks may be used.

*Geography*

1. Chicago is in  
Michigan      Wisconsin      Illinois      Utah
2. The main surface feature of the northeastern part of the United States is  
desert      plain      swamp      hills
3. The chief crop of Iowa is  
hay      wheat      corn      rye
4. Our leading copper-producing state is  
Wyoming      Arizona      Montana      Michigan
5. The Garden of the Gods is in  
California      Utah      Colorado      Texas

*History*

1. The telegraph was invented by  
Marconi      Edison      Morse
2. Columbus was a native of  
France      Holland      Italy
3. The Pilgrims landed in the state now called  
Maine      Massachusetts      Florida
4. The Revolutionary War began in  
1787      1812      1775
5. The first state to be settled in the Far West was  
Oregon      California      Washington

## PICTURE GAME

The teacher places several pictures on the chalk ledge. The pupils draw any of the pictures which they choose to do and under each one they print its name. The pictures and words are then cut apart, and the pupils in one aisle exchange their materials with those in another aisle. All children then attempt to work out the puzzle of putting together the pictures and words they have received.

It will be necessary to precede this exercise with two or three drawing lessons in which the children are shown how to make simple drawings of this type.

Simple outline pictures should be used. If possible, the teacher should draw these pictures herself, using stick figures for people, and circle figures for animals.

## FINDING LITTLE WORDS IN BIG WORDS

A silent reading exercise which aids also in word analysis is that of letting children find "little words in big words."

The teacher writes several words upon the board and lets the pupils copy them, drawing circles or squares around all the little words which they can find inside the big ones. The goal of the game is to see who can find the most little words.

Below is given a list of words to use for this purpose. They are marked as children would mark them in carrying out the activity.

can dy

f arm

lad der

b ox

let ter

h as

see ds

pr in ce

ch air

m an

slip per

c age

t all

m any

c at

g old

s eat

m ice

d ear

sk ate

s and

dr ink

tur key

a sleep

fire men

or ange

a way

farm er

pump kin

d ate

be came

a round

m eat

bed room

to night

spin ning

## FINDING THE MAIN IDEA IN A PARAGRAPH

Listing the main idea of each paragraph in a selection is a very helpful activity in teaching children how to study.

This type of work should be preceded by class exercises of a similar nature. Using the regular reader, the teacher may take the day's assignment and assist the group in finding the main idea or ideas in each paragraph. She may show them that each paragraph has a topic sentence and give assistance in finding this. She may help them to see that the other sentences in the paragraph explain or amplify the topic sentence. In this way they may be taught to list the main ideas in a paragraph or selection.

The activity may be carried on as a game in which the answers are checked and scored.

## LISTING THE ACTIONS OF CHARACTERS

After reading a story silently, the pupils may write the names of its characters at the top of a paper, and under each name write a list of the things which that character did. The papers should be checked and discussed at the end of the period. If desired, they may be scored.

Below is given an illustration of this activity.

*Crow*

saw a piece of cheese  
put it in her beak  
flew to a tree  
opened her mouth to sing  
lost her cheese

*Fox*

saw the crow in the tree  
went over to the tree  
asked the crow to sing  
put the cheese in his mouth  
ran away with it



## SELECTING THE MOST INTERESTING SENTENCE

Reading to select the most interesting sentence is a good motive for comprehensive silent reading.

The pupils read through an entire story and then write on paper the sentence which they consider most interesting. At the end of the period, the papers are read to ascertain which sentence was selected by the most pupils. A discussion may follow as to why different pupils selected different sentences.

After some practice of this type, the children may select the most interesting sentence in each paragraph, rather than the most interesting one in the entire story.

## SELECTING THE BEST DEFINITION

The teacher prepares a set of mimeographed sheets upon which she lists several definitions of terms used in the geography, language, or hygiene lessons.

The children read these definitions, select the one they think is best in each case, and write it in a complete sentence, as :

An island is a body of land entirely surrounded with water.

Later the definitions should be discussed, and scored if desired.

In preparation for this silent reading exercise, the teacher may ask the children to write definitions of various terms. From the definitions submitted by the children she may select the material needed for this exercise.

Here are some examples of definitions.

*An Island*

1. A mass of earth in a lake.
2. A small piece of land surrounded by water.
3. Soil coming up out of the water.
4. A body of land entirely surrounded by water.
5. Some ground with water around it.
6. A hill in a lake.

*A River System*

1. A long river.
2. A river and all the land around it.
3. All the water that runs into a river.
4. A large stream that runs into the ocean.
5. A river with all its branches.
6. A river with all the lakes and rivers around it.

*A Prairie*

1. A flat piece of ground.
2. A long, level stretch of land.
3. A great plain.
4. Sand without any hills on it.
5. A rolling strip of ground.
6. A big, open field.

## CHAPTER SIX

### EXERCISES IN ORGANIZATION

#### ACTION RESPONSES

#### PHRASE CARD GAME

THE teacher prints in large red letters at the top of cards the names of certain objects which consist of, or contain, several parts, as house, Christmas tree, desk, etc. Under each of these headings she prints groups of words representing objects which may be found in them. For example :

| <i>House</i>        | <i>Christmas Tree</i> |
|---------------------|-----------------------|
| a set of dishes     | a rocking horse       |
| a dining room table | pop-corn balls        |
| some rocking chairs | a big doll            |
| a bedroom suite     | Christmas candles     |
| a kitchen stove     | a red sled            |

After cutting apart the headings and all the word groups, the teacher places the cards in manila envelopes, two sets in each envelope.

When the envelopes have been passed out, each pupil draws pictures to represent his two words in large red letters. He then sorts out the word groups and places inside of each picture all the word cards which represent objects that might be found in the place represented in the picture.

Another way of carrying out this exercise is to let pupils draw the large object, appropriately placing in it, or on it, drawings of the smaller objects which are represented by the phrases.

*Lower Grades**Fruit Store*

a red apple  
a yellow peach  
a blue plum  
a green pear  
a yellow banana

*Desk*

an ink tablet  
a lead pencil  
a reading book  
an eraser  
a box of crayons

*Grocery Store*

a bunch of bananas  
a basket of grapes  
a bushel of potatoes  
a box of soap  
a can of corn  
a bag of nuts

*Hardware*

a frying pan  
an electric toaster  
a big, round dishpan  
a brass teakettle  
a lawn mower  
a carving set

*Intermediate Grades**Clothes Closet*

some black overshoes  
a red muffler  
a blue stocking-cap  
a heavy brown overcoat  
some black leather gloves

*An Automobile*

a warm robe  
a lunch basket  
some colored goggles  
a thermos bottle  
a spare tire

*An Ocean*

some seaweed  
an ocean liner  
a large whale  
some sailboats  
some sea gulls  
an excursion steamer

*A Forest*

some huge trees  
some trailing vines  
some wild flowers  
some beautiful birds  
some wild animals  
a few insects

## MAKING GEOGRAPHICAL SCRAPBOOKS

The children search through papers and magazines for pictures pertaining to some geographical topic about which they are reading, such as products, inhabitants, scenery, etc. These pictures are then organized according to states or some other general division. For instance, pictures of all the products of any one state would be placed together on the same sheet. When all the pictures are arranged and pasted in place, the sheets are again organized and grouped in units, to make a booklet. For example, all the New England states are put together, all the Middle Western states, and so on.

This activity gives valuable practice in silent reading, in getting the desired information from textbooks, magazines, and reference books. Organization is involved in arranging the pictures in the booklet.

Each pupil may make an individual booklet of this sort, or the group may work together in making one class book.

## ORAL RESPONSES

## PRODUCING AN ORAL DRAMATIZATION OF A STORY

The children choose a story suitable for dramatization. After reading it silently, they prepare an informal dramatization for the entertainment of another class. While carrying out this activity for the first few times, the teacher and pupils may work together in planning how to divide the story into acts, and in deciding on the properties to use, the children who are to take part, and the characters each is to represent. Perhaps three or four different "companies" may act the

story, so the children can decide which is best fitted to give the play in the other room.

After the pupils have had some experience in preparing a play, different stories may be assigned to different groups of children within the same room. Each group will withdraw to a certain part of the room, where they prepare to give their play for the entertainment of the rest of the class. Each group may choose its own director, who selects the cast, assigns the parts, and manages things generally.

No attempt should be made to put on a polished production. The final dramatization is simply a test of the children's comprehension of the story.

## WRITTEN RESPONSES

### PHRASE SEARCH

The pupils make three headings on their papers, **TIME, PLACE, CAUSE**. Then they read through an assigned story, selecting the word groups which express time, place, or cause, and listing them under the appropriate headings.

At the end of the period the pupils exchange papers and check up on each other's work, as the teacher or a reliable pupil reads the results. Those who have correct papers may be given the special privilege of reading a favorite book or rewarded in some other way.

This is a good exercise to follow the "Marking Game," on page 104, as pupils usually require some blackboard development before they are able to carry out such an activity under their own direction.



## THE CROSSING-OUT PUZZLE

The teacher writes on the blackboard or on individual cards some lists of words, each list consisting of words of the same class, together with one word that does not belong to that class. The children copy the lists, crossing out the word which is out of place in each list. Papers may be exchanged and scored for the purpose of finding the winners.

Below are given illustrations for such lists.

*Lower Grades*

|       |        |         |
|-------|--------|---------|
| cow   | apple  | bed     |
| horse | banana | chair   |
| dog   | pear   | dresser |
| tree  | orange | table   |
| pig   | carrot | piano   |
| sheep | cherry | hat     |
| cat   | plum   | desk    |

|         |           |         |
|---------|-----------|---------|
| ball    | dress     | bread   |
| kite    | shoes     | cake    |
| doll    | hat       | pie     |
| balloon | girl      | cookies |
| nest    | coat      | meat    |
| blocks  | stockings | buns    |
| top     | apron     | tarts   |

|          |        |        |
|----------|--------|--------|
| robin    | corn   | oak    |
| bluebird | apples | maple  |
| goldfish | wheat  | rose   |
| crow     | oats   | poplar |

*Intermediate Grades*

|           |            |           |
|-----------|------------|-----------|
| calico    | trains     | hills     |
| gingham   | boats      | valleys   |
| wool      | airplanes  | rivers    |
| thread    | guns       | mountains |
| silk      | wagons     | lakes     |
| satin     | automobile | books     |
| flannel   | canoes     | plains    |
| rose      | elephant   | mutton    |
| violet    | tiger      | pork      |
| pansy     | wolf       | ham       |
| carrot    | zebra      | potatoes  |
| bluebell  | clown      | beef      |
| goldenrod | rhinoceros | liver     |
| sweetpea  | lion       | bacon     |

*Upper Grades*

|             |                |            |
|-------------|----------------|------------|
| huge        | fearless       | dim        |
| mammoth     | brave          | indistinct |
| big         | dauntless      | obscure    |
| impressive  | intrepid       | erroneous  |
| large       | courageous     | vague      |
| stupendous  | prodigious     | not plain  |
| chivalrous  | accidental     | equable    |
| gallant     | unintentional  | even       |
| courteous   | casual         | steady     |
| attentive   | unforeseen     | uniform    |
| polite      | acclimated     | regular    |
| interesting | unpremeditated | fortuitous |

## MIXED SENTENCE PUZZLE

Sentences with the words disarranged are written on the board or distributed to the pupils on individual cards.

Each pupil numbers the lines on his paper to correspond with the numbers of the sentences. He then rearranges each of the sentences mentally, and writes "True" or "False" after the corresponding number on his paper.

*Third and Fourth Grades*

Colorado the is of Denver capital  
grow pineapples ground the in  
first the President was of the Lincoln United States  
mines comes in gold ground from the  
blacksmith houses a builds man who a called is  
spring the of sign is a pussy willow  
soft very metal a is iron  
find can elephants you farmyard a in

*Intermediate and Upper Grades*

written Francis was Star Spangled Scott the Key  
Banner by

successful electric very been locomotives have  
which American he every lives should country ap-  
preciate splendid the in

sympathy who had Abraham sons for battle keen in  
Lincoln sacrificed a mothers their

Henry real lived and Hudson was in hero the a days  
real of he heroism

turn a does good Boy someone day for a every Scout

medals all honor to schools gold presented pupils the  
 were public of  
 of leave furlough a is soldier's a called absence

### INCREASING LIST PUZZLE

The teacher writes upon the board five or six lists of classified words, leaving space in each list for the addition of several more words of the same class. For example :

1. Maple, oak, beech, willow, ———.
2. Dress, hat, coat, tie, ———.
3. Hand, leg, eyes, hair, ———.
4. Robin, wren, crow, sparrow, ———.
5. Desks, seats, map, table, ———.

The children copy these words and see who in the class can increase all lists to the greatest extent.

After a little practice of this type, pupils will enjoy making up lists of their own, which they may exchange with each other for the purpose of having the lists increased.

### *Third and Fourth Grades*

1. Apple, pear, cherry, ———.
2. Potato, carrot, cabbage, ———.
3. Pansy, poppy, rose, ———.
4. Cow, horse, pig, ———.
5. Red, purple, blue, ———.
6. Automobiles, bicycles, wagons, ———.
7. Chairs, pianos, beds, ———.
8. Almond, pecan, butternut, ———.
9. Bees, ants, crickets, ———.
10. Cup, saucer, plate, ———.

11. Tiger, lion, deer, — — — —.
12. Top, doll, balloon, — — — —.
13. Cookies, buns, tarts, — — — —.
14. Gum drops, chocolates, peppermints, — — — —.
15. Milk, water, lemonade, — — — —.
16. Veal, mutton, bacon, — — — —.
17. Hallowe'en, New Year's, Valentine's Day,  
— — — —.
18. Farmers, carpenters, bakers, — — — —.
19. Beads, rings, brooches, — — — —.
20. Japanese, Chinese, English, — — — —.

*Intermediate and Upper Grades*

1. Physician, librarian, — — — —.
2. Football, hockey, — — — —.
3. Chickens, guinea fowl, — — — —.
4. Carriage, airplane, — — — —.
5. Copper, iron, — — — —.
6. Circle, triangle, — — — —.
7. Sparrow, thrush, — — — —.
8. Strawberries, huckleberries, — — — —.
9. Violin, cornet, — — — —.
10. Poplar, basswood, — — — —.
11. Diamond, topaz, — — — —.
12. Roosevelt, Coolidge, — — — —.
13. Mississippi, Hudson, — — — —.
14. Lake Superior, Lake Huron, — — — —.
15. Manufacturing, lumbering, — — — —.
16. Ford, Cadillac, — — — —.
17. Hatchet, hammer, — — — —.
18. Buffet, bureau, — — — —.

19. Mountains, islands, ——— ——— ———.

20. Private, sergeant, ——— ——— ———.

### CLASSIFYING WORD PUZZLE

The teacher directs the pupils to draw perpendicular lines dividing their papers into three equal sections. She then tells them to write certain headings at the top of each space, for example :

*Greenhouse      Automobile      Meat Market*

After the headings are written, the teacher places on the board mixed lists of words, each one of which belongs to some one of the three headings. For instance :

|          |           |           |
|----------|-----------|-----------|
| veal     | rose      | tire      |
| violet   | tank      | daffodil  |
| radiator | beef      | lily      |
| sausage  | carnation | bacon     |
| seat     | brake     | sweet pea |
| wheel    | ham       | pork      |

The pupils select from these lists the words which belong in each column and write them under the appropriate heading.

If desired, the usual scoring activity may be employed.

After having a few exercises of this type, children will enjoy making up lists themselves and giving them to each other to organize.

### 1

*Headings* — Garden      Bakery      Circus

*Words* — cake, lions, bread, lettuce, beans, tigers, pies, peas, onions, cookies, carrots, elephants, cabbage, giraffes



## 2

*Headings* — Living Room    Bedroom    Dining Room

*Words* — buffet, piano, dresser, bed, china cabinet, dishes, davenport, dressing table, library table, dining table, chiffonier, serving table

## 3

*Headings* — Dish Cupboard    Clothes Closet  
Writing Desk

*Words* — cups, saucers, pens, dresses, plates, ink, coats, paper, bowls, waists, skirts, envelopes, pitchers, erasers, hats, trousers, tumblers, pencils, jar, shoes, stamps, platter, sweaters

## 4

*Headings* — Hardward Store    Dry Goods Store  
Grocery Store

*Words* — sugar, ribbon, nails, silk, thread, soda, hammer, tea, cloth, salt, vinegar, wire, soap, saw, yarn, butter, handkerchiefs, wash boiler, molasses, stockings, tacks

## 5

*Headings* — Schoolroom    Fruit Store    Barn Yard

*Words* — bananas, cow, blackboard, map, oranges, apples, horses, turkeys, lemons, desks, bookcase, sheep, pears, peaches, pigs, chickens, chalk, lambs, erasers, grapes, books, geese

## PUZZLE OF OPPOSITES

The teacher writes upon the board a numbered list of words. Opposite each of these words she writes, in parenthesis, four other words, among which is the opposite of the first word in the line. For example :

Fast (long, safe, slow, brave)

The children copy the word lists and in each case underline the word which means the opposite of the first word in the line.

This exercise may be conducted as a game in which the results of opposing sides are scored and totaled.

*Intermediate Grades*

1. Happy (strong, pale, bright, sad)
2. Little (tiny, quick, big, small)
3. Tall (large, short, square, huge)
4. Foolish (smart, silly, wise, funny)
5. Dangerous (wild, reckless, bad, safe)
6. Hot (warm, soft, cold)
7. Laugh (sing, talk, cry)
8. Work (study, play, sleep)
9. Rude (kind, good, polite)
10. Ugly (mean, beautiful, clever)
11. Friend (person, classmate, enemy)
12. Fine (little, coarse, small)
13. Fat (big, huge, thin)
14. Up (under, over, down)
15. Quiet (silent, noisy, still)
16. Good (nice, bad, dreadful)
17. Old (big, large, young)
18. Top (middle, end, bottom)

19. Huge (tiny, big, large)
20. Winter (summer, fall, spring)
21. Bright (small, dull, twinkling)

*Upper Grades*

1. Generous (liberal, kind, penurious, munificent)
2. Important (weighty, urgent, insignificant, weak)
3. Ambitious (desirous, eager, slow, lazy)
4. Attentive (mindful, uninterested, heedful, courteous)
5. Numerous (several, exceedingly, few, countless)
6. Youthful (young, old, healthy, juvenile)
7. Positive (explicit, definite, doubtful, sure)
8. Discouraged (sad, hopeful, distressed, miserable)
9. Conceal (hide, secure, keep, expose)
10. Meager (destitute, gaunt, plentiful, lean)
11. Contrary (opposed, adverse, agreeable, happy)
12. Awkward (beautiful, graceful, clumsy, quick)
13. Absurd (inconsistent, irrational, sensible, distinct)
14. Distress (grief, sorrow, comfort, anger)
15. Previous (prior, before, now, after)
16. Ancient (old, aged, antique, modern)
17. Reduce (lessen, diminish, expand, minimize)
18. Beautiful (handsome, lovely, fair, ugly)
19. Pacify (appease, aggravate, soothe, allay)
20. Attractive (alluring, charming, repulsive, enticing)

## WRITING TITLES

The children may collect clippings from magazines and newspapers. Each pupil numbers his clippings, writing the same number on the title and the text that go together. The titles are then cut off and retained. The texts are exchanged with other pupils, who read the selections and write new titles.

A discussion is then held in which the original titles and the titles written by pupils are compared. The class decides which title is best in each case.

The same idea may be carried out in letting pupils write a list of new titles for stories previously read in their readers.

## WRITING A STORY IN DRAMATIC FORM

Writing a story in form to play is an excellent activity both in language and in silent reading, as it gives practice in organization and reproduction as well as in comprehension.

At the beginning, simple fables should be used for this purpose, as they almost invariably lend themselves to three-act dramatizations that are easily prepared.

After the pupils have silently read a chosen fable, the teacher and pupils work together in dividing the fable into acts, and in working out a blackboard copy of speeches to be used in one or two acts. Perhaps the pupils can work out the third act by themselves.

After pupils have had some practice in writing dramatizations, they will be able to carry on the activity by themselves. In the more advanced grades longer stories may be used for this purpose.

An illustration is given on the following page.

*The Hare and the Tortoise*

CHARACTERS: Hare                      Tortoise

*Scene 1*

TIME: 9 A.M.    PLACE: A road

(Hare and Tortoise meet on the road.)

*Hare:* How do you do, Mr. Tortoise? Where are you going?*Tortoise:* I am going to the river.*Hare:* You are so slow that you will never get there.*Tortoise:* I will run a race with you.*Hare:* All right, we will race to the river.*Scene 2*

TIME: 10 A.M.    PLACE: The road

(Hare sits down under a tree. Tortoise slowly crawls down the road.)

*Hare:* The tortoise will never get to the river. I will take a little nap. Then I'll get there before he does. (Goes to sleep.)*Tortoise:* See that hare sleeping! I shall not sleep. I shall go on to the river.*Scene 3*

TIME: 11 A.M.    PLACE: The river

(Tortoise is at the river. Hare comes running up to him.)

*Tortoise:* You see I won the race, Mr. Hare.*Hare:* Yes, I see you did. I shall not take a nap when I race with you again.

## DESCRIBING CHARACTERS

The children write such headings as these :

*Good            Cruel            Brave            Obedient*

Then they read some assigned story, such as "William Tell," and list the names of the characters under the different headings which describe them.

At the end of the period a pupil is called upon to read the names under his headings. Any pupils who disagree with him may tell wherein their list varies from his, and each may read sections from the story to prove his point. Those who can prove that their entire list is right are acclaimed the best "arguers."

Along with this exercise, the children might each write a title for the story. When all titles are read, the class may vote which is considered the best one.

The list might be arranged thus :

*How Buttercups Came*

|               |             |                  |               |                  |                |
|---------------|-------------|------------------|---------------|------------------|----------------|
| <i>wicked</i> | <i>kind</i> | <i>dishonest</i> | <i>stingy</i> | <i>beautiful</i> | <i>selfish</i> |
| robber        | fairy       | robber           | miser         | fairy            | miser          |

READING TO FIND INFORMATION ABOUT A  
CERTAIN TOPIC

When the class is studying about a certain topic, such as wool, the teacher may place a list of references on the blackboard. Each pupil is allowed to choose a reference to read for the purpose of finding out all the facts which are given there. He then organizes the facts into a written report. At the time set for the full discussion of the topic, he either reads the report or gives the facts in a talk to the class.



## CHAPTER SEVEN

### EXERCISES IN RETENTION

#### ORAL RESPONSES

##### ORAL REPRODUCTION OF STORIES

REPRODUCING a story is an excellent method of giving practice in retention. In carrying out this activity, pupils silently read short stories or parts of long stories for the purpose of telling them for the entertainment of the class.

In doing this, the children should be encouraged to search for fresh stories in library books, magazines, papers, etc., as there is no motive for telling the class a story which they have already read, or to which all have access.

Each child might practice telling his story at home, or to another pupil, previous to giving it before the entire class, as this insures a more enjoyable recital.

#### WRITTEN RESPONSES

##### SENTENCE STORY GAME

In preparation for this exercise, the teacher selects sentences from two or three stories which the class has not yet read. She writes these sentences on flash cards or on the blackboard, numbering each sentence. (If the blackboard is used, the sentences should be covered until the teacher is ready to use them.)

When the children have finished reading the assigned stories silently, the teacher exposes the sentences one

at a time, while the children see if they can tell to which story each belongs.

One way of making this response is as follows: The pupils write the names of the stories at the top of a sheet of paper and, as the teacher exposes a sentence, they write its number under the name of the story in which it occurs. The papers can then be checked by reading the numbers under the various headings.

### TRUE AND FALSE GAME

I. After the children have studied a story, they write numbers down the side of a sheet of paper, beginning with 1 and going as high as desired. The teacher then makes certain statements concerning the story, which may be either true or false, as

Cinderella's sisters were very cross.

The Fairy Godmother turned an apple into a coach.

Cinderella's slipper was made of leather.

The King and Queen liked Cinderella.

As the teacher makes a statement, the pupils write "true" or "false" after the number on their paper which corresponds to the sentence read. At the end of the period papers are exchanged and checked to see who the winners are.

II. Another way of carrying out this idea is to prepare a set of cards upon which are written true or false statements. The children may copy these statements and write "yes" or "no" after each. If the cards are all different, the game may extend over several days, and a progressive score may be kept.

Below are examples of exercises to be used for this purpose.

*Lower Grades*

|                     |                   |
|---------------------|-------------------|
| Cows have wings.    | A man can fly.    |
| Dogs have tails.    | Boys like pie.    |
| A horse can sing.   | Rabbits can read. |
| Fish have legs.     | Birds have hands. |
| Children can write. | Pigs can eat.     |

*Intermediate Grades*

Milk is good for children.  
Coal grows on trees.  
The spring months are April, May, and June.  
We should close the windows when we go to bed.  
Christmas comes in the summertime.  
You should not play with matches.  
You should sleep on two big pillows.  
You should eat many vegetables.  
There is danger in playing in the street.  
Chicago is the largest city in the United States.  
Horses travel faster than automobiles.  
George Washington was President during the World War.  
The Indians lived in houses like ours.  
The sun rises in the east.  
Fruit grows in the ground.  
All birds have three wings.  
Trees grow new leaves in the spring.  
Squirrels like to play with dogs.  
Walking outdoors is good for one.

*Upper Grades*

Egyptians embalmed their dead so well that their mummies were often well-preserved for centuries.

A prudent man never considers the outcome before he undertakes a task.

An older applicant for a life insurance policy has to pay a higher rate than a younger one.

Flyers have succeeded in circling the world with their planes.

A railroad strike would seriously affect business activities.

If a foreigner becomes an American citizen, he should be treated on an exact equality with everybody else.

Our country has an excellent system of free public schools.

An amendment to the Constitution can go into effect when three fourths of the states have ratified it.

**REMEMBERING THE LAST WORD**

The teacher writes upon the board a set of four or five simple sentences. These are covered with a roller shade or a paper so the pupils will not see them until the time comes for using them.

The children take out papers and pencils. At a given signal the teacher removes the shade or paper, and allows the children a specified time in which to read the sentences. When she re-covers them, the pupils try to write from memory the last word of each sentence.

A score of one may be allowed for each correct answer, and the total scores will show which is the winning row.

In the more advanced grades the exercise may be varied by assigning a certain paragraph in a geography or history, and letting the children try to remember the topics or names, or to reproduce certain sentences as a whole.

#### REPRODUCING SENTENCES

The children are told that after reading a certain new story they may play a game which will show how well they can remember sentences in it. The teacher explains to them that, after closing their books, different members of the class will be given turns in going to the board and writing from memory the beginning of certain sentences in the story, which they choose to write. Other pupils will then be called upon to go to the board and finish these sentences.

For example, John will go to the board and write, "When the Prince saw Cinderella going," then sit down. James, who is then called upon, passes to the board and completes the sentence by writing, "he ran after her."

The teacher assigns a short, easy story. After the children have read it, she divides the class into competing groups, and alternately calls upon pupils from the two groups to write sentences on the board in the manner described above.

A score should be given for each attempt in which the thought is the same as that in the book, even though the wording is different. If a child fails to make the necessary response at any time, he should return to his seat and refer to his book for the desired information.

### DESCRIBING AN IMAGINARY TRIP FROM A RAILROAD FOLDER

The children procure railroad folders descriptive of interesting trips in various parts of the country.

Each pupil chooses a trip he would like to take and carefully studies the descriptive literature concerning it. He then writes a description in his own words, using the first person, as if he had actually taken the trip.

The length of the trip should be limited by the teacher to an extent suitable for the grade.

When the descriptions are written, the children may be divided into groups, and those in each group may exchange papers. They will read the papers through to determine who in the group took the most interesting trip. The child whose paper is rated best by each group may read his description aloud to the entire class. Later the best papers may be bound together to form a Book of Travel, which may be left in the room library for the next class to read.

### MAKING A BOOK OF STORIES

The children may make story books for the pupils in another room by binding together written reproductions of favorite short stories of which only one printed copy is available.

The teacher and pupils collect short prose selections from old magazines, papers, etc., cut them out, and mount them on stiff cardboard. These are distributed to the children with the following directions: "Read this selection silently, carefully, and but once. After you have read it, write the story. If you cannot remember the words in the story, use your own words."



If the cards containing the original stories are distributed several times, many copies of each story will be produced.

If the teacher wishes to use this exercise as a testing device, the score in reproduction may be secured by underlining the parts correctly reproduced, counting the number of words underlined, and dividing this number by the number of words in the selection read.

The best stories may be selected and organized into booklets. Attractive covers may be made during drawing periods. When the covers and the stories are finished, holes may be punched on the left side of the booklets and the leaves tied together with ribbons or bright colored strings. These story books may then be sent into another room for pupils' use in supplemental reading periods.

## CHAPTER EIGHT

### EXERCISES IN SKIMMING

#### ACTION RESPONSES

##### TITLE RACE

CHILDREN in the lower grades often have trouble in quickly locating an assigned story. A "Title Race" is a type of silent reading exercise which proves helpful in overcoming this difficulty.

Have the children turn to the contents list in the front of the book. Give the name of a story orally, or write it on the board, and let them race to see who can first find the specified title in the contents and then locate it in the book.

If it is desirable to use this exercise during a seat work period, the teacher may list several titles on the board, numbering them 1, 2, 3, etc. When a pupil has located one of the stories whose title appears on the board, he may put a slip of paper in the place for a book mark. If the projecting ends of the slips are numbered to correspond with the titles on the board, the results of the race may be easily checked at the end of the period.

One way of varying this game is to let the pupils race in finding a title containing the name of some specified person or object. For example, the teacher may say "Let me see who can first find a title with the name of a girl in it."

Still another way of varying the game is for the teacher to give the children a definite limit, such as five or ten minutes, in which to race in finding out who can copy the longest list of titles containing the names of flowers, trees, animals, or some other specific group of things.

## SKIMMING GAME

The teacher writes upon the board a question which is answered in lessons *previously read*. She tells the class the name of the story where the answer occurs. The children locate the story by referring to the table of contents in their readers. They then rapidly skim through the selection to find the required sentence. A time limit may be placed upon the activity in order to speed up the skimming process.

The children who are first to find the answer may become captains to assist others who are having difficulty.

## WRITTEN RESPONSES

## LISTING REFERENCES

There are always occasions during the semester when it is helpful to have a list of references on some given topic. For instance, if you are preparing to have an informal program on Longfellow's birthday, a reference list of his poems would prove to be useful. Upon such occasions, provide the pupils with supplemental readers and tell them that they may run a race to see who can prepare the longest reference list in a given time. Explain to them that they are to hunt for *Longfellow* in the index of the reader. If they find anything written by him or about him, they are to make a note of the name of the selection, the book, and the page where it appears. The children should be shown how to find a word quickly in an index, if they do not already know.

If the poems are not listed under the name *Longfellow*, it may be well to skim through the index for the title of anything written by Longfellow.

After this activity is understood, they write these headings on their papers :

| <i>Title</i> | <i>Book</i> | <i>Page</i> |
|--------------|-------------|-------------|
|--------------|-------------|-------------|

At a given signal all begin their search, and continue with one book after another as long as the teacher sees fit to have them. At the end of the period each one counts his references, to see who has succeeded in compiling the longest list.

#### SKIMMING TO MAKE WORD LISTS

The children turn to the vocabulary in the back of their readers and skim through it to see who can find the most words of a certain class within a given time.

During one trial they may look for the names of animals ; at other times for the names of people, or of trees, birds, flowers, vegetables, places, things people can do, etc.

Each word is written as soon as it is found, and the pupil having the longest list is the winner of that particular trial.

The game may be varied by letting pupils skim through the vocabulary lists for the purpose of finding words which contain other smaller words.

Again they will enjoy skimming through the lists for the purpose of finding words which they can represent with drawings, following up the activity by really drawing the pictures.











